



GRANITE SCHOOL DISTRICT
STRATEGIC PLAN
Updated 2022

Introduction

Granite School District has adopted and implemented a proficiency-based learning approach to education. Academic proficiency started as the driver, but soon several social skills and disposition were also identified as important traits of a graduate of Granite. Through internal collaboration and adjustment based on feedback from the community through the District Community Council, several characteristics of a Graduate of Granite were developed.



Led by the vision and direction of the Board and Superintendent Richard K. Nye, in the 2021-2022 school year, district executive leadership and associated department directors worked through a collaborative process to develop a strategic plan to guide and ensure implementation through all of its ninety schools. The plan outlined in this living document is a summary of the plan.

Vision

TBD – Granite Board of Education

Mission

TBD – Granite Board of Education

Strategic Goals

The two overarching strategic goals of Granite School District to increase graduation rates and increase literacy and numeracy proficiency which are tightly aligned with measures that inform our practice. These goals ensure every student is prepared to be successful in college, career, and life. Granite School District is committed to these goals and using the associated measures in our continuous improvement work.

Strategic Goal 1:	Increase Graduation Rates
<i>Granite School District’s high school graduate rate will increase 1% yearly.</i>	

Strategic Goal 2:	Increase Literacy and Numeracy Proficiency
<i>Granite School District’s math and English proficiency will increase 1% yearly.</i>	



GRADUATE OF
Granite



ACADEMIC
PROFICIENCY



COMMUNICATION



DEPENDABILITY



HARD WORK
& RESILIENCE



RESPECT



RESPONSIBILITY



Priorities and Resource Alignment

Our work district-wide is centered around the two strategic goals of graduation and proficiency. Three priorities have been developed to attain these goals. The Academic Priority and the Social Skills and Dispositions Priority provide the path to facilitate the academics, culture, and climate at school sites; while the Talent Development Priority increases the internal capacity of employees, external support systems, and resources that will enable accelerated student achievement.

Priority sections include key objectives, actions, and measures of objectives. These components of the strategic plan define the course for our schools and our district collectively. Each school purposefully designs their individual continuous improvement plan (CIP) to align with the priorities, objectives, and strategies outlined in the Graduate of Granite Strategic Plan. CIPs are expected to align with the Graduate of Granite Strategic Plan.

While there are instances in which a school leadership team might include a strategy or initiative not specifically referenced in the Graduate of Granite Strategic Plan, it should not supersede nor take the place of the expectation to address the priorities, objectives, and strategies in Graduate of Granite. It is essential that we maximize all of our resources to achieve our goals. This is only possible if all efforts are aligned and supported within our shared priorities, objectives, and actions.

[Key terms: *Priority is something that will be addressed first. Objective is a target or measurable goal. Action is a planned action to obtain a specific result.*]

Academic Priority:

Objective 1: PreK-12 Literacy Performance	Academic Priority
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Why it's important:

Granite School District's charge and responsibility is that all students leave Granite School District (GSD) ready for college, career and life in the twenty-first century world. To achieve this, all students must experience high quality instruction aligned to Utah Core State Standards using an appropriate, locally adopted curriculum (Utah State Board of Education, 2022). Students who demonstrate proficiency in early literacy skills by the end of third grade are better equipped to meet the later demands of rigorous curricula, construct meaning from complex text, and develop the self-efficacy skills necessary to set and achieve academic goals across all

academic areas (Chall, J. S., Jacobs, V. A., & Baldwin, L. E.; 1990). Furthermore, GSD acknowledges the importance of all students attaining the reading skills they need by the end of third grade as a solid predictor of academic success.

GSD honors the role of the family as a child's first and most important teacher. To optimize academic outcomes for students, GSD creates regular opportunities for parents to share in the implementation of the academic priorities we have outlined for students. A trusting partnership between families and schools must exist in order to fully realize and sustain student potential and achieve the goals of proficiency and graduation.

Measures of Progress:

- At least 44% of all grade 3-8 students will demonstrate proficiency on the RISE ELA assessments by 2023.

Actions

- Refine the High-Quality Instructional Framework
 - **District:** GSD Curriculum and Instruction Department will collaborate with other district departments to coach all key stakeholders at the district and school level on implementing the Utah core standards, high-quality lesson design, and high-impact, evidence-based instructional strategies through district-based professional learning opportunities, PLC collaborative meetings, and site-based differentiated coaching. In addition, the GSD Curriculum and Instruction Department, in collaboration with Student Assessment, will maintain fully-aligned curriculum maps, proficiency scales, and aligned assessment items that highlight the core standards, identify key concepts, emphasize essential learning outcomes, provide quick access to supplementary supports, and inform pacing decisions.
 - The GSD Preschool Services Department will train and support Preschool staff to implement the Utah Core Early Learning Standards, high-quality lesson design, and effective instruction through monthly district-based professional development and on-site, differentiated coaching.
 - **School:** All schools will implement, protect, prioritize, and continuously monitor a core academic system that includes access to the core curriculum, family engagement strategies, positive learning environments, effective lesson design and planning that includes differentiated instruction, high-impact, evidence-based instructional strategies, student engagement strategies, common formative assessments, and data analysis to inform instruction through professional learning communities.
 - **Evidence:** District documents and resources outlining the components of a high-quality instructional framework; documentation of implementation via classroom observations and evaluations.

- Promote Evidence-Based Literacy Instruction
 - **District:** GSD Curriculum and Instruction Department will create curriculum and support teachers in understanding the district curriculum maps, learning progressions, proficiency scales, and PBL library. The GSD Curriculum and Instruction Department will create and support teachers in understanding the district curriculum maps, learning progressions, proficiency scales, and PBL library. The Curriculum and Instruction Department will make current English Language Arts (ELA) resources readily available through the district repository of resources. The department will provide relevant, engaging professional learning opportunities in ELA.
 - GSD Preschool Services Department will create differentiated curriculum supports and make the resources available through the Preschool Services repository of resources. Preschool staff will be trained and supported on the use of the resources and effective instruction through monthly district-based professional development and on-site differentiated coaching.
 - GSD Curriculum and Instruction Literacy Director will collaborate with the School Leadership and Improvement Directors (SLID) to support school leaders in developing and monitoring a daily literacy block that adheres to expectations for phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing.
 - **School:** GSD schools will implement the adopted ELA curriculum and any approved ancillary curricular programs in accordance with district guidance and support.
 - **Measure:** At least 44% of all grade 3-8 students will demonstrate proficiency on the RISE ELA assessments by 2023.

- Continue High-Quality Preschool
 - **District:** GSD offers preschool for three and four year-old students hosted at each Title I elementary school with additional locations as funding allows. GSD Preschool Services Department provides professional learning and on-site coaching
 - **School:** Schools with preschool classrooms will implement high-quality preschool markers: explicit instruction using evidence-based curriculum; implementation of the Utah Core Standards for Early Learning; ongoing child assessment; hiring qualified teaching staff; ongoing data-based program assessment; equitable access; student ratio of 1:10; administrative support; and family engagement.
 - **Evidence:** PEEP assessment scores.

- Increase Optional Extended Day Kindergarten (OEK)
 - **District:** GSD offers OEK to qualifying schools through the available OEK grant funds. Professional learning and coaching are provided.

- **School:** OEK schools hire highly qualified teachers and provide professional learning. Students identified as "at-risk" using the Kindergarten Exit and Entry Profile assessment in the Fall, will be eligible for the OEK sessions.
- **Evidence:** KEEP assessment scores
- **Prioritize K-3 Early Literacy**
 - **District:** The GSD Early Literacy Team will guide and coach all key stakeholders at the school level on implementing the K-2 Early Literacy Framework through district-based professional learning, monthly cadre meetings, and site visits. Additionally, the GSD Early Literacy Team will maintain an Early Literacy Framework resource site that houses all relevant information and resources. GSD will continue to provide and support the Heggerty PA program, Phonics 2.0, GSD Literacy Intervention Modules, and the Advanced Phonics Routines in classrooms by providing district-wide professional learning, job embedded coaching, and onboarding for new staff.
 - **School:** All GSD elementary schools will provide teachers with embedded professional learning coaching and implement the Heggerty Phonemic Awareness Program, Phonics 2.0, and GSD Literacy Intervention Modules in all K-3 classrooms to complement the McGraw-Hill Wonders core reading program.
 - **Measure:** At least 60% of all students will make typical or above typical progress in grades K-3 (as measured by Acadience Reading) by 2023.
- **Support K-3 Language Essentials for Teachers of Reading and Spelling (LETRS)**
 - **District:** GSD Curriculum and Instruction Department will support all K-3 teachers and elementary literacy coaches in successfully completing the LETRS professional learning course by maintaining licenses, providing all necessary course materials, providing end-of-unit professional learning and participating in school-level PLCs.
 - **School:** GSD K-3 teachers and elementary literacy coaches will successfully complete the LETRS professional learning course and a Bridge to Practice Portfolio.
 - **Evidence:** Unit Test Results with certificates and LETRS Bridge to Practice Portfolios
- **Provide 6-9 Reading Support and Intervention**
 - **District:** GSD Curriculum and Instruction Department will provide curricular materials and professional learning and coaching for secondary reading teachers to implement Strategic Adolescent Reading Intervention (STARI) to address Tier II adolescent literacy needs.
 - **School:** Schools who assign secondary teachers to a reading course will be approached to participate in and become proficient in the strategies targeted in STARI.

- **Measure:** All students will be at or approaching 75% proficiency as measured by Houghton-Mifflin Holt (HMH) Growth Measure by 2023.
- Support English Language Development (ELD)
 - **District:** GSD Educational Equity Specialists will support K-12 teachers and instructional coaches to implement researched-based English Language Development (ELD) classes as taught in the required English as a Second Language (ESL) endorsement courses. They will provide tuition, instructors, necessary course materials, professional learning events and coaching.
 - **School:** GSD schools will utilize researched-based ELD pedagogy to assist Multilingual Learners (ML). Schools will comply with the district required 45 minutes of daily ELD instruction.
 - **Evidence:** WIDA Access 2.0
- Ensure Multi-tiered Systems of Support (MTSS) for ELA
 - **District:** GSD ensures that evidence-based instruction for ELA is accessible to all students which includes pacing guides and curriculum maps to ensure sufficient time to teach the Utah Core Standards for ELA. The district provides additional resources aligned to the Science of Reading such as the Phonics 2.0 and Tier II literacy intervention materials to be used in the whole group and targeted small group instruction. GSD provides a literacy coach to each school. The focus of coaching is on the implementation of evidence-based practices. Literacy coaches support teachers in analyzing the data, aligning the instruction based on the needs of students, and effective delivery of instruction.
 - **Schools:** Schools provide students with quality instruction in ELA that appropriately challenges students and promotes growth. Utilizing the tiered model of support ensures students are challenged while supported in their journey to reaching proficiency and beyond.
 - **Evidence:** Acadience Benchmarks and Progress Monitoring for K-6, diagnostic assessments, RISE Benchmarks (3-6), KEEP, PEEP, GSD assessments, Common Formative Assessment (CFA)
- Bridge Family and Community Engagement
 - **District:** GSD Family and Community Engagement (FACE) Department will bridge the gap between schools and families PreK-12 by providing professional learning opportunities for administrators and teachers and support the efforts of caregivers as advocates for children and their academic performance.
 - **Schools:** Schools will create a FACE Team to direct work that engages families in support of literacy at the school level, including FACE Centers where applicable.
 - **Evidence:** Each school will have a FACE Team and family engagement events/activities will be linked to literacy.

Why it's important:

Elementary school students' foundational knowledge of basic numeracy, fractions, and whole-number multiplication and division is critical to future mathematics achievement and can help students overcome many obstacles as they progress through our academic systems toward graduation (Siegler, Duncan, Davis-Kean, Duckworth, Claessens, Engel, & Chen, 2012). These early mathematical proficiencies prepare students to meet the demands of rigorous curricula, construct viable arguments, critique the reasoning of others, persevere when facing complex problems, and develop self-regulatory skills necessary to set and achieve academic goals across all academic areas empowering them to become ready for college and career opportunities.

Measures of Progress:

- At least 40% of all grade 3-8 students will demonstrate proficiency on the RISE Mathematics assessments by 2023.

Actions

- Refine High Quality Instructional Framework
 - **District:** GSD Curriculum and Instruction Department will provide professional learning opportunities and make current math resources readily available. Resources will include: curriculum maps, proficiency scales, and standards-aligned assessment items.
 - GSD Preschool Services Department will train and support preschool staff on implementing the Utah Core Early Learning Standards, high-quality lesson design and effective instruction. Monthly professional learning and on-site, differentiated coaching will be provided.
 - **School:** Schools will prioritize, implement, and continuously monitor access to core curriculum and positive learning environments. Schools will implement effective instructional design and planning that includes differentiated instruction, evidence-based instructional strategies, student engagement strategies, formative assessment strategies and data analysis.
 - **Evidence/Measure:** District documents and resources outlining the components of a high quality instructional framework; documentation of implementation via classroom observations and evaluations.
- Promote Pre K-12 Mathematics Curriculum Implementation
 - **District:** The GSD Curriculum and Instruction Director supervising mathematics will collaborate with the School Leadership and Improvement Directors (SLID) to support school leaders in developing and monitoring a daily mathematics

instruction block that adheres to high-impact/evidence-based practices. Additionally, the department will provide district resources geared directly to math intervention based on school and student needs.

- The GSD Preschool Services Department will train and support preschool staff in the implementation of the evidence-based Pre-K curriculum, the corresponding scope and sequence of skills, and differentiated curriculum supports. Implementation of the professional learning will be supported through on-site differentiated coaching.
 - **School:** All GSD elementary and secondary schools will implement the adopted math curriculum and any approved ancillary curricular programs in accordance with district guidance. All GSD elementary schools will prioritize a daily math instruction block.
 - **Measure:** At least 40% of all grade 3-8 students will demonstrate proficiency on the RISE Mathematics assessments by 2023.
- Continue High-Quality Preschool
 - **District:** GSD offers preschool for three and four year-old students hosted at each Title I elementary school with additional locations as funding allows. GSD Preschool Services Department provides professional learning and on-site coaching.
 - **School:** Schools with preschool classrooms will implement high-quality preschool markers: explicit instruction using evidence-based curriculum; implementation of the Utah Core Standards for Early Learning; ongoing child assessment; hiring qualified teaching staff; ongoing data-based program assessment; equitable access; student ratio of 1:10; administrative support; and family engagement.
 - **Evidence:** PEEP assessment scores.
 - Increase Optional Extended Day Kindergarten
 - **District:** GSD will continue to offer Optional Extended Day Kindergarten (OEK) to as many qualifying schools district-wide through the available OEK grant funds. All OEK teachers will be trained and provided support as needed to optimize the implementation of OEK. The goal of the full-day session is to provide more intense instruction for students identified as needing additional supports and ultimately close the achievement gap heading into 1st grade.
 - **School:** All OEK schools will hire highly qualified teachers to teach the OEK classes and ensure training is provided. Students who are identified as needing additional supports using the KEEP assessment in the Fall, will be eligible for the OEK sessions. 75-100% of students in the OEK sessions must be identified as needing additional supports.
 - **Evidence:** KEEP assessment scores.

- Support K-5 Math Fact Fluency
 - **District:** The GSD Curriculum and Instruction Department will coach all key stakeholders at the school level on implementing K-5 math fact fluency and intervention through district-based professional learning opportunities and collaboration with school PLCs.
 - **School:** GSD elementary schools will provide teachers with professional learning to implement Acadience Math progress monitoring with math intervention and fact fluency kits in grades K-5. Schools will fully implement the new elementary math curriculum. Schools will receive other district professional learning based on student math achievement data and school needs.
 - **Measure:** At least 60% of all students will make typical, above typical or well above typical growth in grades K-5 (as measured by Acadience Math) by 2023.

- Ensure MTSS for Mathematics
 - **District:** GSD will ensure high-quality mathematics learning is accessible and achievable for all students. District specialists will determine concepts to be taught in given periods of time to ensure adequate attention is given to critical areas in the Utah Core Standards. They will provide professional learning on a regular basis to deepen understanding of Utah Core Standards in mathematics using resources such as core guides and curricular materials. Specialists will determine concepts and skills students need to master, including to what degree those concepts and skills need to be mastered for standards, courses, and grade levels. They will use the math decision tree to guide instructional interventions.
 - **School:** GSD schools will provide each student with quality instruction including appropriate opportunities and supports to empower students to recognize mathematics as both valuable and applicable. Utilizing a tiered framework will allow teachers to address students' strengths and areas of concern through intervention and enrichment opportunities that account for a student's unique cultural and linguistic contributions, thus providing equitable learning for each student.
 - **Evidence:** Acadience Benchmarks and Progress Monitoring for K-5, diagnostic assessments, RISE Benchmarks (3-8), ASPIRE Benchmarks (9-10), KEEP, PEEP, GSD assessments, CFAs

- Bridge Family and Community Engagement
 - **District:** GSD Family and Community Engagement (FACE) Department will bridge the gap between schools and families PreK-12 by providing professional learning opportunities for administrators and teachers and support the efforts of caregivers as advocates for children and their academic performance.
 - **Schools:** Schools will create a FACE Team to direct work that engages families in support of mathematics performance at the school level, including FACE Centers where applicable.

- o **Evidence:** Each school will have a FACE Team and family engagement events/activities will be linked to mathematics learning.

Objective 3: Personalized Competency-Based Learning

Academic Priority

Why it's important:

Granite School District is committed to collaborating with families as critical partners in providing opportunities that ensure success for all students. GSD believes that to ensure student success, systems must promote and support learner-centered structures that provide multiple, personalized academic pathways and customized supports through which students can achieve high levels of proficiency leading to graduation, college, career, and life readiness.

A Personalized Competency-Based Learning (PCBL) approach empowers students to take responsibility for their learning by giving them voice, choice, and customized support to achieve success in essential knowledge, skills, and dispositions. PCBL shifts the focus of the classroom from teacher-centered to a culture of learning based on well-defined learning targets for each student. Through incorporating high expectations, executing teacher clarity, and fostering meaningful relationships, PCBL provides equitable access for each learner to demonstrate core knowledge and skills in personalized and differentiated ways while creating opportunities for deeper learning. Granite's Proficiency-Based Learning (PBL) principles maximize the progress of each learner by the use of timely, effective feedback and data from a variety of learning evidence. PBL and online learning provide personalized learning opportunities for each student, increase the breadth and effectiveness of students' technology use, and enhance overall student engagement and motivation (Harris, J., & Al-Bataineh, A., 2015).

Measures of Progress:

- Increase the number of students in each school's 9th grade cohort who are on track to graduate by 2% from the previous year; Increase the number of students district-wide who are on track to graduate in grades 10-12 by 10% each year.
- Increase the number of CTE concentrator and completers by 2% each year district-wide; Increase the number of students enrolled in advanced courses (AR, ALC, DLI, IB, CE, AP) by 2% each year district-wide.

Actions

- Implement Personalized Competency-Based Learning (PCBL) Grant
 - o **District:** A PCBL Team will investigate best practices in PCBL, create the district's PCBL framework, and begin designing a competency-based curriculum for all core credits required for graduation. As part of the change leadership

process, team members will connect with all stakeholder groups, including diverse school populations to evaluate their needs and craft a cohesive communication plan, which will be shared via our school leaders and community councils. The team will participate in state and national PCBL and Portrait of a Graduate events and serve as the feedback loop to the District Improvement Steering Committee (DISC).

- **School:** School leaders will promote components of PCBL and reflect the diverse interests and needs of schools, student populations, and communities. School leaders will support in communicating and implementing the critical components of our district-wide shift to competency-based education.
- **Evidence:** Survey stakeholders and create templates for communication plans.
- Continue the Proficiency-Based Learning (PBL) Committee
 - **District:** The PBL Committee will provide guidance in the use of PBL best practices to guide our district's instructional and grading practices, including the impact and effect this will have on current student populations experiencing significant proficiency gaps. The committee will develop a five-year plan that supports continual improvement of district PBL practices and supports, to include a school-wide PBL implementation measure that provides school-specific implementation feedback.
 - **School:** School leaders will promote participation and monitor implementation of PBL practices and student proficiency levels. The school-wide PBL implementation tool will guide school's next steps for continual improvement and 100% K-12 implementation for the 2023-2024 school year.
 - **Evidence:** Grade distribution and proficiency level reports (district student information system), yearly RISE and ACT scores, and results from individual school-wide implementation tools.
- Implement Graduate of Granite Characteristics
 - **District:** GSD will develop standards-based learning practices, including articulation of K-12 characteristics that support Granite's vision of an ideal graduate. Stakeholders will be surveyed to inform ongoing practice and implementation. The district committee will participate at state and national PCBL and *Utah Portrait of a Graduate* events and serve as the feedback loop to the DISC committee.
 - **School:** Elementary schools will begin teaching and assessing the Graduate of Granite characteristics during the 2022-2023 school year, secondary schools during the 2023-2024 school year. Schools will provide quarterly feedback to students and parents on each of the standards and encourage personal reflection and goal setting. Each school will develop an intervention plan for students who are below proficient on the Graduate of Granite characteristics and will incorporate them into their school-wide behavior expectations.
 - **Evidence:** GSD PBIS coaches will support schools in developing intervention plans and school-wide expectations. The district SIS will generate district and

school reports to identify students in need of supports as well as school and district trends.

- Offer Specialized Courses
 - **District:** A catalog of specialized offerings, including electives and fine arts, will be widely publicized among stakeholders and included in the Student Planning Guide counselors use to personalize students' learning experiences.
 - **School:** Schools will educate their stakeholders on specialized offerings, including electives and fine arts, and counselors will work in conjunction with parents to explore personalized learning options for individual students.
 - **Evidence:** Enrollment in specialized programs, including electives and fine arts, will be tracked by school using the district student information system, with a goal of continued yearly increase in early college programs among all student sub-groups, including those earning a one-year certificate of completion.

- Promote Career and Technical Education (CTE) Pathways
 - **District:** The District CTE Department will support CTE teachers in the development of curriculum, curriculum maps, proficiency scales, assessment items and other instructional tools aligned with their courses. Equipment, supplies and other needed resources will be provided to all CTE programs to help ensure high-quality learning experiences for all students and will be supported by professional learning and coaching. Administrators, counselors, and other educators will receive support in understanding and promoting CTE Pathways, CTE teacher licensing/endorsements, work-based learning, concurrent enrollment opportunities, and student access to the Granite Technical Institute.
 - **School:** Secondary administrators, CTE Coordinators, and other school leaders will support counselors in the enrollment and support of students in CTE Pathways, including all student populations. Counselors and CTE teachers at each secondary school will support students in selecting and enrolling in a CTE Pathway based on the student's personal interests and future career aspirations. Students will be guided in their course-taking patterns in a manner that encourages and leads them to the completion of a CTE Pathway. School teams including administrators, counselors, and teachers will collaborate with each other and with the district CTE Department to support struggling students as they progress through advanced course work.
 - **Evidence:** Enrollment in CTE Pathways will be monitored through the district student information system, with a goal to increase the number and diversity of students concentrating in and completing CTE Pathways, demonstrating proficiency on Skills Tests, and earning industry certifications.

- Continue Personalized Academic Planning
 - **District:** GSD College & Career Readiness Department will oversee the implementation of the comprehensive school counseling program in grades 6-12

and provide the professional learning, tools, and resources necessary for counselors to meet individually with students and their parents to develop personalized College and Career Readiness Plans (CCR-Ps). These plans are comprised of courses and activities that support students' educational, social and emotional, and college and career readiness goals. In addition, the College and Career Readiness Department will deliver a scope and sequence of developmentally appropriate tools, resources, curriculum, and courses to assist students in making informed decisions about their CCR-Ps. Counselors will monitor student progress and enhance students' CCR-Ps by introducing specialized courses and activities, CTE Pathways, credit recovery needs, and social and emotional resources that support and align with the identified personal and individual needs.

- **School:** Secondary administrators will support the implementation of a school's comprehensive school counseling program. Counselors and others will plan for and carry out CCR-Ps during the school year to ensure that parents are involved in the process.
 - **Evidence:** Increase parent participation and involvement in the individual College and Career Readiness Planning meetings (CCR-Ps) aligned with USBE rule and GSD policy.
- Continue Granite Online Course Development and Engagement
 - **District:** GSD will continue to develop online learning courses for high-demand content areas, increasing the online course catalog by several courses each year. Courses will be aligned with PBL best practices and allow for personalized, self-paced instruction.

The Curriculum and Instruction Department will support Granite Online teachers in the implementation of online teaching and learning best practices that also address our diverse student population, use of instructional design considerations for online learning, and in developing a digital feedback cadence. The Curriculum and Instruction Department will also support administrators, counselors, and other school staff in the development of the online learning system that includes identification of best fit students, support for struggling students in the online space, evaluation of online courses and teachers, examining diverse populations to enroll students and support their success, and development of the current and future Granite Online course catalog. Resources including community guides, advertising, and the Granite Online website will also be led by the Director of Online Learning within the Curriculum and Instruction Department.
 - **School:** Secondary school leaders will support counselors in the enrollment and support of Granite Online students in current and future online courses and sections. Counselors at each secondary school will support the team in onboarding new students and making enrollment changes when necessary. Administrators will collaborate with teachers, counselors, and the district team to support struggling students in the online space and include students using the

- online modality in their student support teams.
- **Evidence:** Online Course Enrollment Reports, Canvas and district reports
- Implement Elementary Learning Management System (LMS) Pilot
 - **District:** GSD Educational Technology Department is supporting approximately 130 elementary teachers in implementing the use of an LMS by publishing guiding documents and resources, facilitating professional learning modules, and providing ongoing support to teachers.
 - **School:** Technology Coaches are working with pilot teachers to support implementation with their students.
 - **Evidence:** LMS engagement reports, LMS professional learning assignments
- Promote Effective Implementation of Technology Tools and Instructional Strategies
 - **District:** GSD Educational Technology Department will continue to provide resources and training for effective teaching tools such as Nearpod while implementing instructional strategies aligned to the Triple E Framework – engage, enhance and extend - which ensures teachers are using technology to engage learners, enhance instruction, and extend learning opportunities.
 - **School:** Technology Coaches will be trained as Nearpod Certified Trainers. They will use this training to provide on-site professional learning events and coaching to classroom teachers.
 - **Evidence:** Nearpod certification reports and district coaching logs.
- Bridge Family and Community Engagement
 - **District:** GSD Family and Community Engagement (FACE) Department will bridge the gap between schools and families PreK-12 by providing professional learning opportunities for administrators and teachers and support the efforts of caregivers as advocates for their children.
 - **Schools:** Schools will create a FACE Team to direct their work at the school level, including FACE Centers, where applicable.
 - **Evidence:** Each school will have a FACE Team and family engagement events/activities will be linked to personalized learning.

Social Skills and Dispositions Priority:

Why it is important:

Meeting the needs of all students through a system of tiered supports can be accomplished through the Multi-Tiered System of Supports (MTSS) framework. It is viewed as the overarching framework that includes both academic (e.g., Response to Intervention; RTI) and social-emotional-behavioral components (e.g., Positive Behavioral Interventions and Supports PBIS) such that the needs of the whole child are considered, rather than an exclusive focus on academic or behavioral concerns in isolation (Technical Assistance Center on PBIS, 2021). The key to success, when establishing tiered supports in all Granite schools, is implementation and ongoing support for the Student Support Process (SSP).

Research has documented the effects of PBIS implementation on important student outcomes (e.g., decreased problem behavior, bullying, increased emotional regulation, perceived school climate), as well as adult outcomes (e.g., decreased burnout, improved staff cohesiveness; Bradshaw, Waasdorp, & Leaf, 2012; Horner, Sugai, & Anderson, 2010; Kelm & McIntosh, 2012; Waasdorp, Bradshaw, & Leaf, 2012).

Like PBIS, implementing social skills and dispositions curricula has also been shown to improve student behavior outcomes, such as decreasing emotional distress and conduct problems, and increasing academic scores (Durlak et al., 2011; Payton et al., 2008). In addition, social skills and dispositions curricula contribute to teacher confidence and wellbeing, including perceived stress, self-efficacy, and job satisfaction (Collie, Shapka, & Perry, 2012; Jennings & Greenberg, 2009).

As students learn behavior expectations and develop social skills and dispositions competencies they will increase their abilities to collaborate and contribute to their school's positive learning environment, and they will be better prepared for college (any post-secondary education and training), career, and life.

Measures of Progress:

- Schools will participate in a facilitated Tiered Fidelity Inventory Outcome (TFI) Walkthrough Tool to measure PBIS and demonstrate a sustainability score of 70% or above (McIntosh et.al., 2017).
- PBIS teams will complete a district facilitated PBIS Tier I Benchmark of Quality (BoQ) annually with 90% implementation or 10% annual improvement. (Kincaid, D., Childs, K., & George, H., 2010)

Actions:

- Sustain PBIS schoolwide implementation as part of the MTSS framework:
 - **District:** GSD will continue current practice of assigning PBIS coaches to all GSD schools to provide coaching, professional learning, tools, and resources.
 - **School:** Schools will utilize their PBIS teams in developing expectations for behavior schoolwide and in classrooms.
 - **Evidence:** Tiered Fidelity Inventory Outcome Walkthrough Tool (TFI) and Tier I Benchmark of Quality (BoQ)

- Integrate social skills and dispositions components into lesson design:
 - **District:** GSD will redesign the instructional framework and lesson design template to include Graduate of Granite characteristics.
 - **School:** Teachers will use the revised instructional framework and lesson design template to incorporate the Graduate of Granite characteristics into their instruction.
 - **Evidence:** Representative sample of classroom observations from a district observer.

- Implement Graduate of Granite characteristics and determine their alignment with PBIS:
 - **District:** GSD will develop standards-based learning practices, including articulation of K-12 characteristics that support Graduate of Granite and replace the current “citizenship” policy.
 - **School:** Schools will begin teaching and assessing the Graduate of Granite characteristics during the 2023-2024 school year and will provide quarterly feedback to students and parents on each of the characteristics. Each school will develop a plan of interventions for students who are not proficient on the Graduate of Granite characteristics and will incorporate the Graduate of Granite characteristics into their school-wide PBIS behavior expectations.
 - **Evidence:** PBIS coaches will support schools in aligning the Graduate of Granite characteristics with PBIS school-wide expectations. The district SIS will generate district and school reports to identify students in need of specific support as well as school and district trends.

Why it is important:

Attendance establishes a strong foundation for subsequent learning. Academic concepts build on one another, and excessive absences disrupt students' learning progression. Attendance positively impacts assessment of learning and graduation rates as there is a strong correlation between attendance and student achievement. Students are more likely to master core standards, make positive social connections, and gain college and career readiness when they regularly attend school.

Measures of Progress:

- A “regular attender” is defined as a student with at least 90% attendance. Regular attenders will increase by 10% or higher by the end of the 2022-2023 school year. Individual schools will monitor progress on this same goal.
- Ninety percent of teachers district-wide will take attendance daily for every class/period by the end of the 2022-2023 school year.

Actions:

- Integrate attendance strategies and incentives into the school-wide PBIS system:
 - **District:** GSD will sustain Tier I PBIS strategies that include best practices for attendance through district-based professional learning, monthly PLCs, and site visits.
 - **School:** Schools will implement Tier I PBIS strategies that include best practices for attendance. Schools will educate families on the importance of being on time to school, aligning these efforts with school behavior plans and positive messaging to students.
 - **Evidence:** Percentage of schools who opted to write an attendance goal in their Continual Improvement Plan (CIP) and the percentage of schools that address attendance as part of their school-wide behavior plan.
- GSD Behavior Team will shape policies, establish regular communication, collect data, review, and respond to trends.
 - **District:** GSD Behavior Team will disseminate a comprehensive attendance policy and procedures, describe what schools can do to build a positive culture of attendance, and outline strategies for increasing regular attendance and decreasing chronic absenteeism.
 - **School:** Schools will ensure students, staff, and community are aware of and familiar with state and district policy. A school team (leadership or Student Support Team) will complete the School Attendance Self-Assessment

(<https://www.attendanceworks.org/>).

- **Measures:** GSD Behavior Team will complete the District Attendance Self-Assessment to measure levels of attendance systems implementation and show 5% improvement yearly or have 90% or better by 2024. All schools will take the School Attendance Team Self-Assessment to measure levels of attendance systems implementation and show 5% improvement yearly or have 90% or better by 2024.
- Identify and provide professional learning to a school attendance lead to disseminate, analyze, and evaluate attendance data and facilitate information sharing.
 - **District:** GSD will review attendance data reports (disaggregated) to identify patterns of chronic absenteeism monthly.
 - **School:** Schools will identify an attendance lead who will attend the monthly District Attendance Meeting, share disaggregated attendance data with school faculty, and lead the school effort with the district plan.
 - Complete School Attendance Self-Assessment by the end of September each year.
 - **Evidence:** One hundred percent of schools will regularly and systematically send out attendance inquiry letters according to district attendance protocol.

Objective 3: Sense of Belonging

Social Skills & Dispositions Priority

Why it is important:

Granite School District strives to make our schools places of belonging for all students and their families. The data around family engagement is clear. When schools welcome and honor families and schools and families partner together students attend more regularly, have better social skills, show improved behavior, and adapt well to school.

Additionally, when culturally and linguistically diverse student populations participate in culturally relevant pedagogy, they improve academically, maintain their cultural identity, and connect with their ethnic group and community in ways that foster a sense of belonging and shared responsibility, resulting in a more robust ethnic success. (Gay, 2010)

Measures of Progress:

- By the end of the 2022-2023 school year, at least 85% of school students in grades 3-5 will report a measure for sense of belonging as a baseline for future review.
- By the end of the 2022-2023 school year, at least 85% of school students in grades 6-12 will report a measure for sense of belonging as a baseline for future review.

Actions:

- Provide professional learning in the areas of social skill intervention; cultural sensitivity to individuals, groups, and in classes; and collective teacher efficacy.
 - **District:** GSD will provide social skills and disposition professional learning and incorporate site-specific support that includes culturally relevant practices.
 - **School:** Schools will implement Tier I social-skills and dispositions instruction utilizing approved curriculum.
 - **Evidence:** Pre and post data from the Panorama survey will be used to establish a baseline.
- Implement Panorama student success surveys to monitor student well-being.
 - **District:** GSD will provide support, disaggregated data analysis, and professional learning around the early warning system that inform decisions regarding district- and building-level systems of support for the schools.
 - **School:** Schools participating will utilize the Panorama system to access disaggregated critical indicators that inform decisions regarding building-level systems of support.
 - **Evidence:** Schools will have at least 85% of students participate in student success surveys.
- Provide communication to parents in their preferred language.
 - **District:** GSD will provide an electronic system to easily request an interpreter.
 - **School:** Schools will conduct professional learning on how to use the online request form whenever the need for an interpreter arises.
 - **Evidence:** Data will be gathered from the translation services (companies, apps) that will give us input on providing preferred languages by location/school.
- Create a welcoming and collaborative environment where we honor and partner with families.
 - **District:** GSD will assist schools in the development of a FACE Team. Provide professional learning on the Granite Family Engagement Framework.
 - **School:** Schools will create a FACE team comprised of an administrator, teachers, and family representatives to discuss best practices, plan effective strategies, and coordinate activities/events that are linked to learning to maximize student success.
 - **Evidence:** Increase affirmative responses from parent satisfaction surveys; 100% of schools will have a FACE team by fall of 2024.
- Increase engagement with students and families using all available and practical communication channels.
 - **District:** GSD will provide support, guidance, and where applicable, professional learning on effective use of communication platforms and strategies.

- **School:** Schools will implement and maintain communication strategies to effectively engage current students and families to market the school to potential families and the broader community. Schools will make a concerted effort to determine why our students are leaving the school or the district.
- **Evidence:** Continually measure and evaluate the effectiveness of quality communication strategies.

Talent Development Priority:

Objective 1: Recruitment and Retention

Talent Development Priority

Why it is important:

Student learning is a highly complex and personal activity. Granite School District believes, and research supports, that the teacher makes the most significant difference in student learning. Having this understanding, we recognize the strategic importance of human capital management principles, including the recruitment and retention of all employee groups supporting learning. In addition, actions to support recruiting a diverse, qualified, highly effective workforce and preventing turnover by increasing employee engagement are fundamental in prioritizing talent development and improving student outcomes (Jekiel, 2020; Kinicki & Fulgate, 2018).

Measures of Progress:

- **Measure 1:** Retain at least 85% of non-retiring licensed Granite educators recognizing teachers' separate employment for leaving the profession.
- **Measure 2:** Ninety-five percent of educators with an Associate Educator License will receive their Professional Educators License within three years of the hire date.
- **Measure 3:** Ninety-five percent of all contract positions will be filled at the beginning of each school year.

Actions:

- Provide New Administrator Support
 - **District:** GSD administrator Onboarding Department will continually improve the principal pipeline and professional development. Coaching cycles will be provided by the Administrator Onboarding Department and the Leadership and Improvement Department.
 - **School:** School administrators will prioritize participation in cadres.
 - **Evidence:**
 - All open entry-level administrative positions will have 2-3 qualified

- Substitutes – failed to fill including the percentage of subs taking jobs (active) and the number of jobs they are taking monthly.
 - Student/intern teacher open contract signees.
 - Grow Your Own numbers.
- Conduct Climate Surveys
 - **District:** GSD will solicit annual administrator feedback on district departments, including areas of strength and areas for improvement. Results and opportunities for improvement will be discussed as part of the Professional Growth and Evaluation (PG&E) and coaching process.
 - **District:** GSD will solicit annual feedback on district departments, including areas of strength and areas for improvement. Results and opportunities for improvement will be discussed as part of the Professional Growth and Evaluation (PG&E) process. Results will be used in the coaching process.
 - **School:** Teachers will be asked to provide feedback on their administrator. including areas of strength and areas for improvement. Results and opportunities for improvement will be discussed as part of the PG&E and coaching process.
 - **Evidence:** Survey results are both immediate and improve over time.

Objective 2: Professional Learning

Talent Development Priority

Why it is Important:

Granite School District recognizes the need to continually improve pedagogical theory and practice. The level of educators' skills and dedication are critical factors in student learning. The human capital principle of the professional learning process is the systematic effort to ensure that all educators are highly effective. The process includes the evidence-based approach of the learning event, practice, and feedback on practice, intertwined with the continuous improvement theory of plan, do, study, and act. In addition, this process provides a systematic framework for guiding efforts to ensure increased student outcomes (Knight, 2009; Jefferson, Wick, 2015).

Measures of Progress:

- **Measure 1:** Ninety-five percent of all contract employees will complete the PG&E process year.
- **Measure 2:**
 - Contract employee compliance training completion of 95%.
 - Lane change trends
 - Eighty percent of schools meet their Continuous Improvement Plan's Student Outcome Goals.
 - PLC Effectiveness Survey – a trend of improvement over time.

Actions:

- Align Professional Learning Model and Opportunity Map
 - **District:** GSD professional learning will operate under the same professional learning conceptual model that includes events, opportunities for practice, and feedback on the practice. Professional learning objectives and opportunities will be mapped and calendared to emphasize prioritization and alignment.
 - **School:** Educators will utilize the opportunities provided.
 - **Evidence:** Professional learning artifacts (slide decks, conceptual models, handouts), participation, satisfaction surveys, and performance evaluation measures.

- Conduct Administrator Professional Learning Events
 - **District:** GSD will provide professional learning each month for principals, including:
 - IDEA
 - Instructional Leadership Objectives
 - Principal PLC's
 - Elementary and Secondary Small Group
 - **School:** Administrators will attend, participate, and present professional learning.
 - **Evidence:** Professional learning artifacts (slide decks, conceptual models, handouts), participation, satisfaction surveys, and performance evaluation measures.

- Develop Educator Professional Learning Events
 - **District:** GSD will provide professional learning menu items to principals for professional learning days.
 - **School:** Educators will attend, participate, and present professional learning.
 - **Evidence:** Professional learning artifacts (slide decks, conceptual models, handouts), participation, satisfaction surveys, and performance evaluation measures.

- Invest in Coaching
 - **District:** GSD departments will implement the professional learning model by providing coaching grounded in the following conceptual models:
 - Feedback Continuum
 - Coaching Techniques
 - Primary and Shared Coaching Content
 - **School:** Administrators, teacher coaches, mentors, and supervisors will fulfill the professional learning model by providing coaching rooted in the following conceptual models:
 - Feedback Continuum
 - Coaching Techniques
 - Primary and Shared Coaching Content

- **Evidence:** Coaching logs, mentoring documentation, PG&E process artifacts, feedback surveys, attendance logs, teacher professional learning certificate hours.
- Support Professional Learning Communities (PLC)
 - **District:** GSD will support and provide necessary resources and professional learning to schools to create the environment for targeted and consistent PLC implementation. Areas of focus will be:
 - Weekly intervals
 - Group leadership
 - Shared standards
 - **Schools:** Schools will prioritize time and resources in supporting the PLC process.
 - **Evidence:** Meeting notes, surveys, coaching logs.
- Offer Endorsement Opportunities:
 - **District:** GSD will provide and maintain a variety of opportunities for educators to earn an endorsement.
 - **School:** Schools will consistently communicate, encourage, and support educators in endorsement efforts.
 - **Evidence:** Number of endorsements earned each school year.
- Facilitate Continuous Improvement:
 - **District:** GSD Organizational Effectiveness Department will facilitate and support the implementation of continuous improvement practices. With a focus on collaboration within all district departments that support the coaching of principals by Leadership and Improvement Directors.
 - **School:** Schools will collaboratively complete the continuous improvement cycle annually. The effort will be documented through their Continuous Improvement Plan.
 - **Evidence:** Continuous improvement plans, goals, progress on goals.

Why it is Important:

The Professional Growth and Evaluation system recognizes and incorporates the integrated nature of the professional learning process and the performance evaluation human capital principles. Feedback on practice, fluctuating from reflective to directive feedback, is essential in improving practice. Performance evaluation provides a systematic process by providing an understanding of expectations and feedback on the expectations. Congruent to professional learning, performance evaluation is intertwined with continuous improvement theory, focusing on improved practices for increased student outcomes (Zenger, Stinnett, 2010; Killion, 2015).

Measures of Progress:

- **Measure 1:** Ninety-five percent of all contract employees will complete the PG&E process each year.
- **Measure 2:** Eighty percent of schools meet their continuous improvement plan's talent development goals.

Actions:

- Enhance the Performance Evaluation System
 - **District:** GSD shall maintain the PG&E process that incorporates best practices with professional learning, goal setting, and evaluation of performance. This system will focus on a yearly cycle of goal setting, reflection, adjustment, and review.

For administrators, it will incorporate multiple measures, some of which may include:

- Observation
- The trend in the percentage of total points earned in Utah's Accountability System
- Principal Effectiveness Survey
- Stakeholder Survey
- Human Capital Report

For contract teachers, it will incorporate multiple measures, which will include:

- Observation
- Lesson Design Review
- Student Growth Reflection
- Stakeholder Survey Reflection

- **School:** All employees will participate in the PG&E process.
- **Evidence:** The completion of the process in the platform used for PG&E. The artifacts that were collected from multiple measures.

- Improve Consistency and Congruence:
 - **District:** GSD will provide annual professional learning, including events and coaching cycles on the PG&E system. Professional learning events will be facilitated by the Associate Director of Human Resources.
 - **School:** Administrators and teachers will participate in professional learning on the Professional Growth and Evaluation system each year.
 - **Evidence:** Completion percentage of 95%

- Invest in Coaching
 - **District:** GSD departments will fulfill the professional learning model by providing coaching grounded in the following conceptual models:
 - Feedback Continuum
 - Coaching Techniques
 - Primary and Shared Content
 - **School:** Administrators, instructional coaches, mentors, and supervisors will fulfill the professional learning model by providing coaching grounded in the following conceptual models:
 - Feedback Continuum
 - Coaching Techniques
 - **Evidence:** Coaching logs, mentoring documentation, PG&E process artifacts, feedback surveys, attendance logs, teacher professional learning certificate hours.

- Facilitate Continuous Improvement:
 - **District:** GSD Organizational Effectiveness Department will facilitate and support the implementation of continuous improvement practices, focusing on collaboration within all district departments and the coaching of principals by School Leadership and Improvement Directors.
 - **School:** Schools will collaboratively complete the continuous improvement cycle annually. The effort will be documented through the Continuous Improvement Plan.
 - **Evidence:** Continuous improvement plans, goals, progress on goals.

Appendix

The Granite Way

The Granite Way centers on five essential practices that promote student achievement. These practices have been identified by research as evidence based effective instructional practices resulting in increased student achievement.

Fidelity to the Core

The Granite Way

Educators in Granite School District develop student proficiency on the core standards outlined by the Utah State Board of Education.

Tools and Assessments

The Granite Way

Educators in Granite School District access and use a wide variety of district provided instructional resources. Educators monitor student growth and proficiency to adjust instruction.

Instructional Framework

The Granite Way

Educators in Granite School District use curriculum maps, lesson design, and pacing guides and proficiency scales to help with design and delivery of instruction.

Professional Learning Communities

The Granite Way

Educators in Granite School District work collaboratively to support each other in problem solving student learning through common design, assessment, intervention, and extension.

Multi-Tiered Systems of Support

The Granite Way

Educators in Granite School District provide multiple levels of academic and behavioral support to students. The MTSS framework incorporates principles of student advocacy, positive behavior and intervention supports, and restorative practices with the intent of building positive, instructionally responsive, and equitable systems within the district and each school.

Graduate of Granite

The district's Graduate of Granite identifies the ideal characteristics of a Granite School District graduate. These characteristics represent a partnership of family efforts and district efforts.

Academic Proficiency



Proficient in academic standards.

- Fully engage in the learning process
- Demonstrate what one knows and can do
- Monitor one's progress
- Challenge oneself to achieve at high levels

Communication



Communicate effectively to share and understand information in a variety of contexts.

- Seek help and ask questions when needed
- Share thoughts, questions, ideas and solutions
- Listen to and consider others' views and respond appropriately
- Work cooperatively in a group or team setting

Dependability



Be reliable and accountable.

- Attend and arrive on time
- Follow procedures for absences

Respect



Acknowledge difference by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures and traditions.

- Demonstrate kindness, maturity, helpfulness, and set an example
- Listen for understanding, recognize personal boundaries, follow rules, and use appropriate language
- Respect surroundings
- Demonstrate understanding for others; value how personal comments and actions impact others
- Demonstrate self-respect and promote personal well-being and self-advocacy

Responsibility



Are trustworthy, reliable, and accountable for individual choices and the results produced.

- Come prepared and use time and materials effectively
- Fulfill obligations, complete tasks, and meet deadlines
- Demonstrate accountability for actions and consider the implications of choices

Hard Work and Resilience



Set personal goals, apply best efforts to achieve them and persevere when faced with challenges. Have a well-grounded sense of confidence, optimism, and self-efficacy.

- Show enthusiasm and positive outlook for learning
- Display consistent effort and engage in self-reflection
- Persevere and problem solve effectively under changing and/or stressful conditions
- Look for ways to demonstrate growth

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