



GRANITE SCHOOL DISTRICT

STRATEGIC PLAN

*A Guide for Educators*

*Updated 2023*

# 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>	

GRADUATION GOAL  
PROFICIENCY GOAL

Academic  
Priority

Social Skills &  
Dispositions  
Priority

Talent Development  
Priority

Objectives – Actions – Measures  
Continuous Improvement Plans

## 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.

# Academic Priority:

Objective 1: PreK-12 Literacy Performance

Academic Priority

## Why it's important:

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.

## 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
- Promote Evidence-Based Literacy Instruction
- Continue High-Quality Preschool
  - Increase Optional Extended Day Kindergarten (OEK)
- Prioritize K-3 Early Literacy
- Support K-3 Language Essentials for Teachers of Reading and Spelling (LETRS)
- Provide 6-9 Reading Support and Intervention
- Support English Language Development (ELD)
- Ensure Multi-tiered Systems of Support (MTSS) for ELA
- Bridge Family and Community Engagement

Objective 2: PreK-12 Mathematics Performance

Academic Priority

## Why it's important:

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 2027.

**Actions**

- Refine High Quality Instructional Framework
- Promote Pre K-12 Mathematics Curriculum Implementation
- Continue High-Quality Preschool
- Increase Optional Extended Day Kindergarten
- Support K-5 Math Fact Fluency
- Ensure MTSS for Mathematics
- Bridge Family and Community Engagement

Objective 3: Personalized Competency-Based Learning

Academic Priority

**Why it's important:**

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. 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.

**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
- Continue the Proficiency-Based Learning (PBL) Committee
- Implement Graduate of Granite Characteristics
- Offer Specialized Courses

- Promote Career and Technical Education (CTE) Pathways
- Continue Personalized Academic Planning
- Continue Granite Online Course Development and Engagement
- Implement Elementary Learning Management System (LMS) Pilot
- Promote Effective Implementation of Technology Tools and Instructional Strategies
- Bridge Family and Community Engagement

## Social Skills and Dispositions Priority:

Objective 1: Tiered Interventions and Supports

Social Skills & 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.

### 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:
- Integrate social skills and dispositions components into lesson design:
- Implement Graduate of Granite characteristics and determine their alignment with PBIS:

**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.
- One hundred 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:
- GSD Behavior Team will shape policies, establish regular communication, collect data, review, and respond to trends.
- Identify and provide professional learning to a school attendance lead to disseminate, analyze, and evaluate attendance data and facilitate information sharing.

**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.



### 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.
- Implement Panorama student success surveys to monitor student well-being.
- Provide communication to parents in their preferred language.
- Create a welcoming and collaborative environment where we honor and partner with families.
- Increase engagement with students and families using all available and practical communication channels.

## 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.

### 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
- Provide New Teacher Support
- Conduct Alternate Pathway to Professional Educator License (APPEL)
- Prioritize Competitive Compensation
- Provide Teacher and School Growth Recognition
- Develop Recruitment Activities
- Conduct Climate Surveys

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 an evidence-based approach of the learning event, practice, and feedback on practice, intertwined with the continuous improvement theory allowing for differentiation and choice to the greatest extent possible. In addition, this process provides a systematic framework for guiding efforts to ensure increased student outcomes.

**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
- Conduct Administrator Professional Learning Events
- Develop Educator Professional Learning Events
- Invest in Coaching

- Support Professional Learning Communities (PLC)
- Offer Endorsement Opportunities:
- Facilitate Continuous Improvement:

## Objective 3: Performance Evaluation

## Talent Development Priority

### **Why it is Important:**

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.

### **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
- Improve Consistency and Congruence:
- Invest in Coaching
- Facilitate Continuous Improvement:

# Appendix

## 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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