The background is a vibrant blue with a complex pattern of white and light blue lines and dots. The lines are thin and vary in length and orientation, creating a sense of movement and connectivity. The dots are scattered throughout, some appearing as small white specks and others as larger, semi-transparent light blue circles. The overall effect is that of a network or a constellation of points and paths.

Connecting the Dots

Principals' Meeting
August 8, 2012

Where We've Been

- August 3, 2011
 - Move from 19th century education to 21st century education
 - Leverage and capitalize on our diversity
 - Be in the education business rather than the school business
 - Utilize our greatest asset – human capital

Where We've Been

- August 3, 2011
 - Provide student-centric education
 - personalized
 - engaging
 - customized
 - competency-based
 - problem-based
 - Every teacher create a web presence

Where We're Going

Utah State Board of Education: *Promises to Keep*

- Ensuring literacy and numeracy for all Utah children
- Providing high quality instruction for all Utah children
- Establishing curriculum with high standards and relevance for all Utah children
- Requiring effective assessment to inform high quality instruction and accountability

Where We're Going

USOE, Superintendent Larry Shumway: *measuring the quality of instruction in Utah schools*

- Classroom instruction must be engaging.
- It will focus on discrete curriculum objectives.
- Teachers will provide explicit instruction.
- Assessment of student learning will be ongoing.
- Teachers will regularly adapt instruction based on those assessments.

This Month's Agenda

- Today, August 8
 - *Connecting the Dots* presentation by Dr. Bates
 - Principal exposure to *Instructional Framework* presentation
 - Differentiated breakout sessions on PLC's

This Month's Agenda

- Monday, August 20
 - *Setting the Stage* presentation by Dr. Bates
 - *Instructional Framework* presentation
 - Elementary and junior high training in use of Acuity Progress tool
 - High school PLC collaboration around *Graduation Matters* data
 - High school training in Gradebook 2.0

This Month's Agenda

- Tuesday, August 21
 - Elementary and junior high training in use of Gradebook 2.0
 - Faculty meetings for staffs at all levels

Context for our Work

TEACH



LEARN

DIFFERENTIATE



RETEACH

PROGRESS

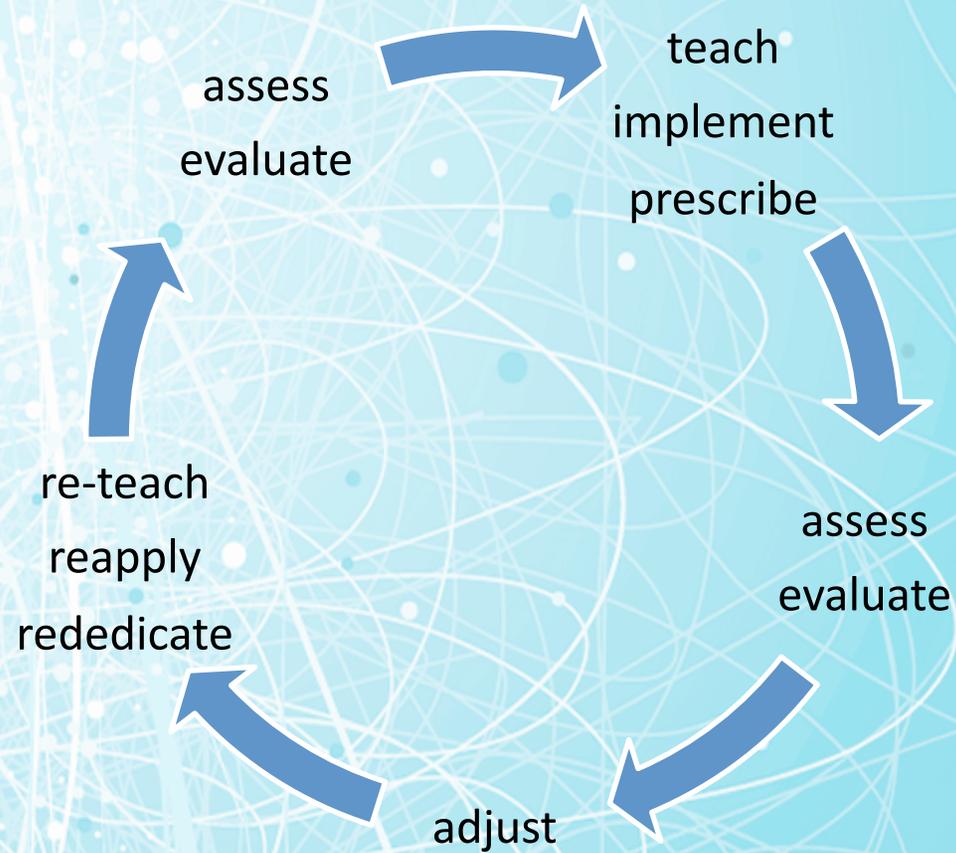


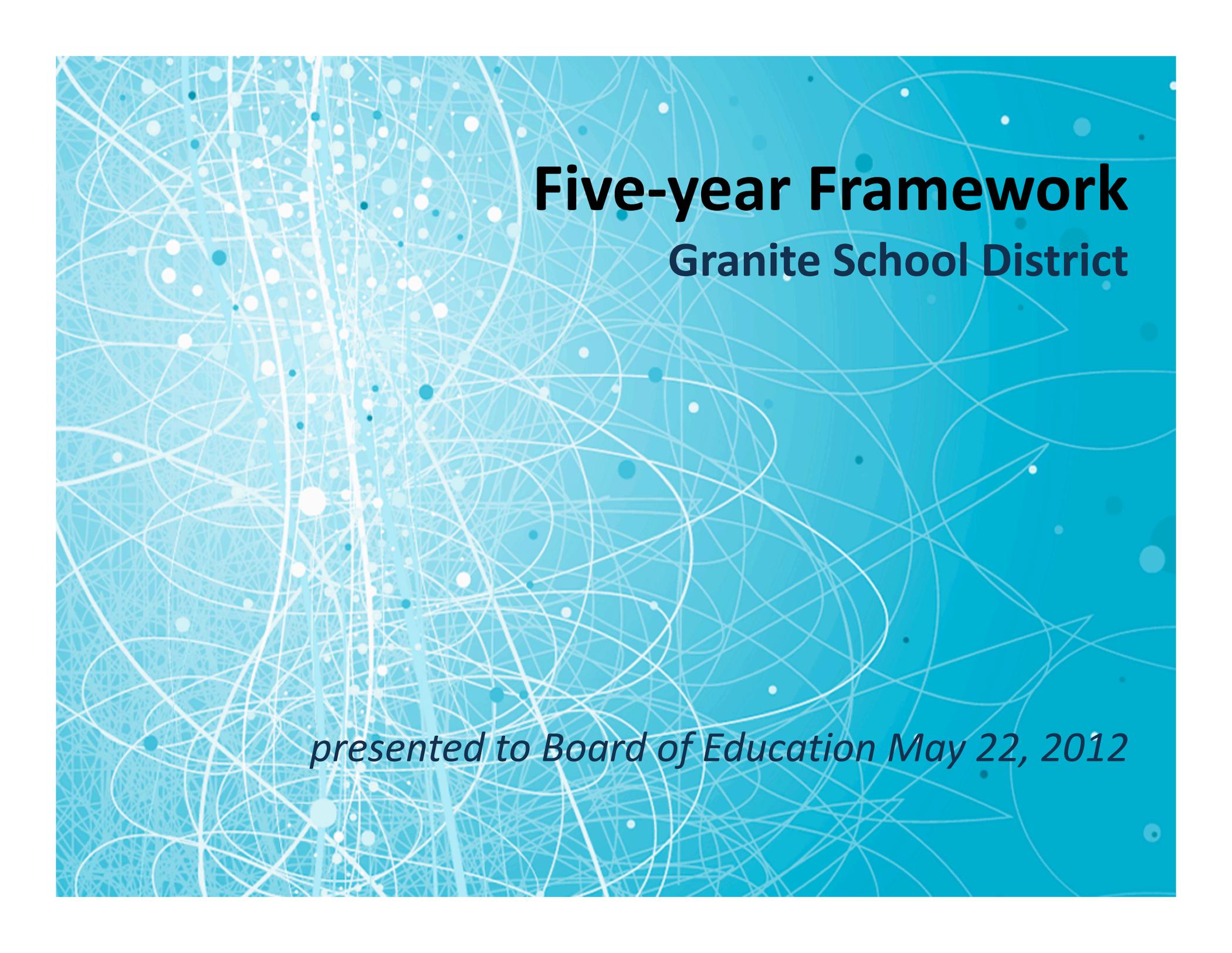
MONITOR

MONITOR

YOUR PROGRESS

Context for our Work



The background is a vibrant blue with a complex pattern of white and light blue lines and dots. The lines are thin and vary in length and orientation, creating a sense of movement and connectivity. The dots are scattered throughout, some appearing as small white specks and others as slightly larger light blue circles. The overall effect is a dynamic and modern aesthetic.

Five-year Framework

Granite School District

presented to Board of Education May 22, 2012

Mission Statement

In partnership with the community,
enable and enrich all students with
the knowledge, skills and character
needed for lifelong success and
responsible citizenship in a changing
world.

Board Goals

- *Increase achievement for every student*
- *Enrich and increase parent and community engagement*

Recommendations for Improvement

I1 Develop a shared written framework for instruction

- define, organize, and publish expectations, program and evaluation descriptions, policies, and procedures
- expect explicit instruction to strengthen tier 1 instruction
- incorporate a consistent lesson plan format
 - post sample lesson plans including effective activities on Canvas *
- expand curriculum maps, walk through tools, and interventions and assessments
- facilitate framework through 21st century technologies

Recommendations for Improvement

STL1 Provide multiple types of ongoing differentiated professional development to all teachers and instructional staff

- create comprehensive professional development system: district identified topics – delivered to principals/designees – delivered to faculty through PLC's – implemented at classroom level – feedback looped back
- develop tier 1 level of training through technology (screen casting, video recording/streaming) *
- develop tier 2 professional learning for one-time face to face professional learning in groups
- develop tier 3 professional learning which is ongoing, job-embedded, and uses coaches
- reprioritize use of administrator PD time at district to address comprehensive professional learning needs *
- provide instructional coaches to facilitate focused observations, professional development support

Recommendations for Improvement

STL3 Create a system for supporting and evaluating the effectiveness of professional development

- strengthen PLC structures
- provide resources for vertical teaming and vertical articulation structure for administrators
- bolster networks to support horizontal and vertical collaboration and training for teachers
- implement comprehensive system to evaluate all professional learning and assess effectiveness, return on investment *
- develop differentiated administrator PG&E *

Annual Budget Cycle



The background is a teal-to-white gradient. It features a complex network of thin white lines that form various shapes, including circles, spirals, and overlapping paths. Scattered throughout are numerous dots of varying sizes and colors, including white, light blue, and dark blue. The overall effect is that of a dense, interconnected web or a complex network.

Connecting the Dots . . .

Areas of Focus

- A. Effective Teaching, Learning and Leadership
- B. Performance and Talent Development
- C. Increased Graduation Rate
- D. Teaching, Learning and Leadership through Technology
- E. Parent and Community Engagement

Areas of Focus

Effective Teaching, Learning and Leadership

One hundred percent of students will achieve more than a year's growth in a year's time in each curriculum area.

Areas of Focus

Performance and Talent Development

Ninety percent of all employees will meet or exceed expectations by 2017.

Areas of Focus

Increased Graduation Rate

The number of students who graduate in four years will increase to ninety percent by 2017.

Areas of Focus

Teaching, Learning and Leadership through
Technology

Technology infrastructure will be capable of supporting ninety-five percent of all academic and business demands for service by 2017.

Areas of Focus

Parent and Community Engagement

Ninety percent of parents will report annually that family involvement is valued and supported at their neighborhood school. Parents and community members will agree that their neighborhood schools and the district as a whole are inviting, responsive and providing an excellent education.

Key to Timeline

- SY 2012 – 2013 (1)
- SY 2013 – 2014 (2)
- SY 2014 – 2015 (3)
- SY 2015 – 2016 (4)
- SY 2016 – 2017 (5)

A. Effective Teaching, Learning and Leadership

1. ● Clearly define curriculum and learning expectations for each subject and grade level.
 - Publish district instructional framework including essential concepts, curriculum maps, pacing guides, benchmark assessments, etc. for all grade levels, in all content areas. (1)
 - Incorporate explicit lesson template into shared framework for instruction. (1)
 - Align instructional framework to educator standards. (2)
 - Implement standards-based grading practices K-12. (2-3)
2. ● Develop measures to determine growth for every subject and grade level.
 - Create Director of Student Assessment position in T&L division. (1)
 - Identify new instrument for growth assessment and progress monitoring. (1)
 - Create growth assessment tools for all curriculum areas (2-3)

A. Effective Teaching, Learning and Leadership

3. Communicate message throughout system that ongoing formative assessment is integral to effective classroom instruction and an essential data source for effective PLC's.
 - Articulate instructional expectations at annual administrators' meeting. (1)
 - Embed appropriate training in growth and mastery assessment in professional learning days. (1)
4. Provide professional development resources, including time, tailored to student and teacher needs.
 - Provide additional professional development day for K-12 teachers. (1)
 - Ensure opportunities for vertical and horizontal curricular articulation within and among schools. (1)
 - Strengthen PLC's at school level. (1-5)

A. Effective Teaching, Learning and Leadership

4. Provide professional development resources, including time, tailored to student and teacher needs
 - Develop and evaluate use of foundation level of [tri-level professional learning delivery system](#) (PLD) to include basic unit modules. (1)
 - Add enhanced level of PLD system to include group adult learning opportunities or targeted one-to-one coaching experiences. (2)
 - Implement advanced level of PLD system to include school-based coaches K-12 and level alignment with prescribed standards and evaluation metrics. (3)

A. Effective Teaching, Learning and Leadership

5. Provide 21st century tools and resources to support curriculum and learning expectations.
 - Purchase content management system. (1)
 - Expand use of online textbooks/instructional tools. (2-3)
 - Develop all teacher websites to move forward annually on [prescribed continuum](#). (1-5)
6. Clearly define and measure teacher and leader effectiveness.
 - Expand administrators' walk-through tools. (1)
 - Establish new teacher and administrator standards. (2)
 - Develop differentiated administrator PG&E. (3)
7. Maintain a comprehensive school-wide appraisal process (STATIS) of every school every five years.
 - Integrate instructional consultants and integrated support coaches to increase their collaboration in support of schools. (2)
 - Identify and replicate successful instructional practices and programs that increase student achievement. (ongoing)

B. Performance and Talent Development

1. Establish expectations for every position in the district. Evaluate employee performance against expectations using formative metrics.
 - Create job description for Director of Research and Evaluation in ES&D division. (1)
 - Actively recruit employee candidates whose potential and experience support succession management and district vision. (ongoing)
 - Support provisional employees in all job classifications to attain satisfactory career status and encourage and support retention. (ongoing)
 - Create job evaluation criteria for all district positions. (5)
2. Develop leadership programs and strands for leaders and potential leaders to improve performance.
 - Expand the role and duties of Director of Talent Development. (1)
 - Develop district Emerging Leader Programs. (1)
 - Implement a Provisional Administrator Mentorship Program. (1)
 - Organize and support a local Principals' Academy. (1)

C. Increased Graduation Rate

1. Promote [college and career readiness K-12](#).
 - Articulate district 7-8 school model in support of grade reconfiguration efforts. (1)
 - Redesign Jones Center programs to integrate with GTI programs. (2)
 - Increase social worker FTE by 2 per year to support elementary guidance program. (1-5)
 - Identify potential GTI satellite site for new programs. (3-5)
2. Provide a continuum of modalities for students to earn credits toward graduation.
 - Reconfigure Granite Peaks High School into expanded Granite Connect blended learning site. (1)
 - Expand student access to education through 24/7 technology. (ongoing)

C. Increased Graduation Rate

3. ● Improve accuracy of student records and registration to manage students' academic progress.
 - Develop Information Systems redundancies (1) and locate backup site at STEM secondary school. (4)
 - Increase training of school personnel in data input practices and streamline as much as possible through technology. (ongoing)
4. Provide real-time communication with parents regarding student progress, growth and achievement.
 - Push parent utilization of parent portal, Canyon Creek scheduler, new Gradebook program, Canvas sites. (1)
 - Implement district online app. (1)
5. Ensure that schools are safe learning environments.
 - Refine and enhance prescribed school safety procedures. (ongoing)
 - Bolster target hardening security and monitoring systems. (2-3)

D. Teaching, Learning and Leadership through Technology

1. Provide robust connectivity and bandwidth to support one-to-one ratio in every school.
 - Expedite wireless connectivity initiative to complete all elementary schools. (1)
 - Identify handheld devices compatible with nimble connectivity and bandwidth support for use in elementary and secondary schools. (2-3)
2. Provide access to current and educationally appropriate teaching and learning technologies.
 - Expand district approved devices and hardware lists. (1)
 - Staff and open new STEM elementary school. (1-2)
 - Adjust technology rollouts, rotations to reflect latest technology innovations. (1-5)
 - Consider creating district Information Systems redundancy site at STEM secondary school. (3-5)
 - Extend STEM experience to 7-12 secondary school. (4)

E. Parent and Community Engagement

1. Identify survey tool to be used annually in assessment of parent and community satisfaction with schools and district.
 - Develop criteria and administration process for satisfaction survey. (1)
2. Expand academic support programs and opportunities for families.
 - Extend facility operational hours. (2-5)
 - Bolster the reality and perception of schools as civic hubs and community centers. (ongoing)
 - Partner with county and municipal governments in support of families. (ongoing)
3. Develop communication that pushes positive information to all district residents and businesses.
 - Create Interpreter/Translation Services in Communications Department. (1)
 - Utilize district app and similar technologies to engage school and district constituencies. (1-5)

School Focus

- *One hundred percent of students will achieve more than a year's growth in a year's time in each curriculum area.*
- *Ninety percent of all employees will meet or exceed expectations by 2017.*
- *The number of students who graduate in four years will increase to ninety percent by 2017.*

School Focus

- *Technology infrastructure will be capable of supporting ninety-five percent of all academic and business demands for service by 2017.*
- *Ninety percent of parents will report annually that family involvement is valued and supported at their neighborhood school. Parents and community members will agree that their neighborhood schools and the district as a whole are inviting, responsive and providing an excellent education.*

How?

- Faculty Meetings
- Elementary Planning / Secondary Consultation Periods
- Collaboration Time

Professional Learning Community

- Individual member
- Grade level team
- Student cohort team
- Content department
- Entire faculty
- Entire staff
- Local community

Essentials of our Work

- Common Core Standards
- Instructional Framework
- Formative Assessments
- Gradebook and Standards-based Grading
- Graduation Initiative
- MTSS

The background is a solid teal color with a complex, abstract pattern of thin white lines and dots. The lines are mostly curved and overlapping, creating a sense of movement and depth. The dots are scattered throughout, with some being larger and more prominent than others. The overall effect is a modern, artistic, and somewhat chaotic design.

Discussion . . .