

Strategic Plan Progress

Board of Education July 2022





Agenda

1. **Articulate the progress made on the strategic plan.**
2. **Elaborate on the Graduate of Granite characteristics.**
3. **Introduce the alignment of this district wide effort at the school and classroom level**
4. **Revisit the Board's mission and vision statement.**



Graduate of Granite: Strategic Plan



Graduate of Granite Characteristics



ACADEMIC
PROFICIENCY



COMMUNICATION



HARD WORK
& RESILIENCE



RESPONSIBILITY



DEPENDABILITY



RESPECT



Strategic Plan

- Organizations develop priorities to help them meet their mission, vision, and goals.
- Within each priority, there are objectives that have measures and evidences associated with them.
- Within each objective, there are actions that will be taken to meet the objectives.

Priorities

Areas addressed *first*

Objectives

Measurable goal

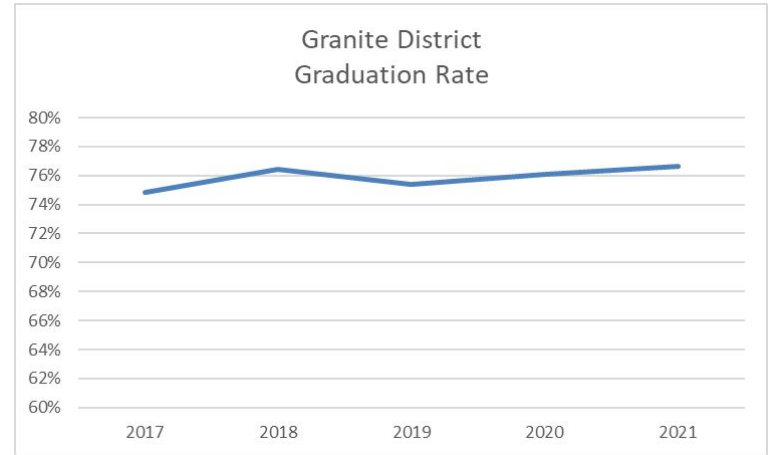
Actions

Actions taken to obtain a specific objective



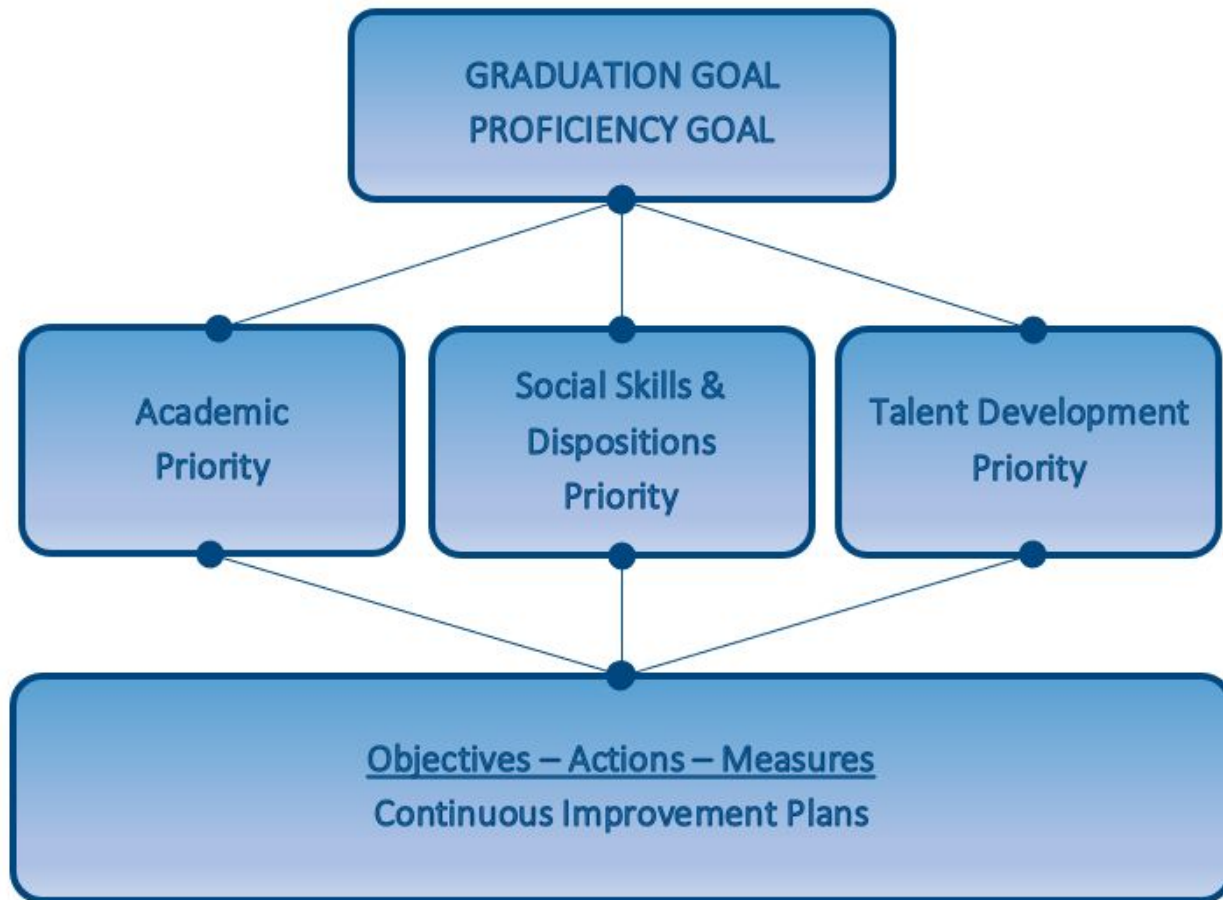
Strategic Impact

By 2027, Granite School District's high school graduation rate will be 83% or above.



By 2027, Granite School District's math and English language arts proficiency will be 39% or above.





Academic Priority



Objectives - Academic Priority

PreK - 12 Literacy Performance

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

PreK - 12 Mathematics Performance

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

Personalized Competency-Based Learning

Measure -percentage of students on track to graduate

Measure -pathway and course enrollment trends



Objectives - Academic Priority

PreK - 12 Literacy Performance

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

- **EXAMPLE:** K-3 Early Literacy (1 of 10 actions)
 - **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 including 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.



Objectives - Academic Priority

PreK - 12 Literacy Performance

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

PreK - 12 Mathematics Performance

Measure - at least 40% of all grade 3-8 students will demonstrate proficiency on the RISE Mathematics assessments by 2023 (7 prioritized actions)

Personalized Competency-Based Learning

Measure -percentage of students on track to graduate

Measure -pathway and course enrollment trends (10 prioritized actions)



Social Skills & Dispositions Priority



Objectives - Social Skills and Dispositions Priority

Tiered Interventions and Supports

Measure - schools will participate in a facilitated Tiered Fidelity Inventory Outcome (TFI) Walkthrough Tool to measure Positive Behavioral Interventions and Supports (PBIS) and demonstrate a sustainability score of 70% or above.

Measure - (PBIS) teams will complete a district facilitated PBIS Tier I Benchmark of Quality (BoQ) annually with 90% implementation or 10% annual improvement.

(3 prioritized actions)



Objectives - Social Skills and Dispositions Priority

Attendance

Measure - 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.

Measure - ninety percent of teachers district-wide will take attendance daily for every class/period by the end of the 2022-2023 school year.

(3 prioritized actions)



Objectives - Social Skills and Dispositions Priority

Sense of Belonging

Measure - 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.

Measure - 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.

(5 prioritized actions)



Talent Development Priority



Objectives - Talent Development Priority

Recruitment and Retention

Measure - 85% of non-retiring licensed Granite educators will be retained.

Measure - 95% of educators with an Associate Educator License will receive their Professional Educators License within three years of the hire date.

Measure - 95% of all contract positions will be filled at the beginning of each school year.

(6 prioritized actions)



Objectives - Talent Development Priority

Professional Learning

Measure -95% of all contract employees will complete the Professional Growth and Evaluation process each year.

Measure - 95% completion rate of Vector Compliance Training by contract employees.

Measure - 80% of schools meet their Continuous Improvement Plan's student outcome goals.

Measure - PLC Effectiveness Survey – a trend of improvement over time.



(7 prioritized actions)

Objectives - Talent Development Priority

Performance Evaluation

Measure - 95% of all contract employees will complete the Professional Growth and Evaluation process each year.

Measure - 80% of schools meet their Continuous Improvement Plan's Student Outcome Goals.

(4 prioritized actions)





School Continuous Improvement Plans

Each school purposefully designs their individual continuous improvement plan to align with the priorities, objectives, and strategies outlined in the Graduate of Granite Strategic Plan.



Section 6: Setting School Goals: *The principal facilitates goal-setting among stakeholder groups, at least one goal for each of the three areas:*

- **Academic** (set with the School Community Council)
- **Social Skills and Dispositions** (set with the school PBIS team and other stakeholders)
- **Talent Development** (set with Building Leadership Team, L&I director, or other stakeholders)

Suggested timeframe: **March 2022.**

Resources for Setting Goals:

[Video: The Plan-Building Process](#)

Link: Template for Academic Goals	Link: Template for SSD Goals	Link: Template for Talent Goals
1-Academic Learning Goals	2-Social Skills and Dispositions Goals	3-Talent Development Goals
1a. Compared to schoolwide performance on the 2021 RISE, students' average test performance on the 2023 ELA RISE will increase by 5% to a schoolwide proficiency rate of (27)%.	2a. At the end of the 2022-2023 school year, there will be a 10% reduction in the overall number of <u>office</u> disciplinary referrals compared to the number that occurred during the 2021-2022 school year.	3a. By the end of each quarter, teachers' will improve student engagement by 10% compared against a baseline observation (conducted by coach, administrator, or peer during a learning walk, etc.) done at the beginning of the quarter.

Mission & Vision



Board Adopted Mission:

Students will leave school prepared for college, career, and life in the 21st century.

Board's Two Stated Goals:

1. Increase Achievement for every student.
2. Enrich and increase parent and community engagement.

Board Vision Statement:

From here, anything is possible!



GRADUATE OF
Granite