



North Sanpete School District 2026–2031 Strategic Plan Framework

- PRIORITY 1 - Aligned Tier 1 Instruction, Targeted Student Support (MTSS), and Academic Assurance
- PRIORITY 2 - Highly Engaging, Student-Centered Core Instruction
- PRIORITY 3 - Coaching, Collective Efficacy, and Professional Culture

PRIORITY 1 - Aligned Tier 1 Instruction, Targeted Student Support (MTSS), and Academic Assurance

Priority Statement

By June 2031, North Sanpete School District will implement a fully aligned Tier 1 instructional, Targeted Student Support, and balanced assessment system in which at least 85% of students meet or exceed grade-level benchmarks through core instruction, and 95% of students at key transition points demonstrate verified proficiency on district essential standards without reliance on social promotion.(How do we measure this: Acadience, RISE, UT Aspire, AP, CE, WIDA, and STAMP. What are key transition points? Kindergarten, 3rd, 6th, 8th, and 12th grades)

2031 Success Metrics

By June 2031, the district will:

- Increase the percentage of students meeting grade-level benchmarks through Tier 1 core instruction to 85% or higher
- Implement a districtwide essential core standards in 100% of core K–12 academic programs
- Ensure 95% of students at transition points demonstrate verified proficiency on essential standards
- Implement Targeted Student Support with fidelity in 100% of schools
- Reduce the number of students requiring intensive intervention due to gaps that should have been addressed through Tier 1 instruction

- Maintain common districtwide systems for:
- universal screening
 - progress monitoring
 - common formative assessment
 - data-based intervention decisions
 - student support team problem solving

Priority 1 Five year action plan

Year 1: Build the Academic Framework (2026–2027)

District Actions

- Finalize a district instructional framework that clearly defines effective Tier 1 instruction.
- Review and update K–12 essential core standards for ELA, math, science, and social studies.
- Identify districtwide instructional non-negotiables tied to standards alignment and evidence-based practice.
- Refine the district Targeted Student Support handbook with common expectations for Tier 1, Tier 2, and Tier 3.
- Audit current screening tools, intervention systems, assessment practices, and grading/reporting structures.
- Establish district benchmark calendars, universal screening windows, and data review protocols.
- Define district transition-point proficiency expectations (for example: end of K, grade 3, grade 6, grade 8, and graduation readiness indicators).

School Actions

- Refine school Targeted Student Support / student support teams.
- Train principals and instructional coaches in the district’s Targeted Student Support and Tier 1 expectations.
- Review school schedules, intervention blocks, and PLC structures to ensure they support Tier 1 and intervention.
- Establish building-level data review cycles.

Teacher / PLC Actions

- Review and update K-12 essential core standards into clear learning targets and success criteria.
- Begin aligning common formative assessments to priority standards.
- Use PLC time to review benchmark data, identify students not responding to Tier 1, and plan instructional adjustments.

End-of-Year Benchmarks

- K-12 essential core standards updated and refined in all core areas
- District Targeted Student Support handbook and assessment calendar in place
- Baseline Tier 1 benchmark data collected
- Baseline Targeted Student Support fidelity data collected in every school

Year 2: Align Curriculum, Assessment, and Intervention (2027–2028)

District Actions

Develop district pacing guides / curriculum maps aligned to essential standards

Create common proficiency scales and common assessment expectations.

Clarify intervention entry and exit criteria.

Align preschool, elementary, middle, and high school academic supports to a common Targeted Student Support structure.

Build district dashboards for benchmark, attendance, behavior, and intervention data.

School Actions

Conduct regular Targeted Student Support meetings using common district protocols.

Monitor implementation of common pacing, common assessment, and intervention decision rules.

Support principals in using walkthrough and data evidence to identify Tier 1 strengths and gaps.

Teacher / PLC Actions

Implement common formative assessments and proficiency checks.

Use assessment results to adjust instruction before students fall significantly behind.

Increase instructional planning around scaffolded support and re-teaching within Tier 1.

End-of-Year Benchmarks

Common pacing and assessment systems implemented in all schools

All schools using district Targeted Student Support protocols

Year 3: Strengthen Tier 1 Effectiveness and Intervention Precision (2028–2029)

District Actions

Use districtwide data to identify the strongest instructional and intervention practices.

Refine intervention menus and evidence-based support options.

Develop model classrooms / exemplar units aligned to essential standards and Tier 1 expectations.

Align student support teams more tightly with academic intervention decision-making.

School Actions

Conduct school-based problem solving around students not responding to Tier 1.

Monitor fidelity of intervention implementation.

Use grade-level and department PLCs to compare student proficiency evidence across classrooms.

Teacher / PLC Actions

Use formative assessment more frequently to identify misconceptions early.

Implement re-teach, extension, and intervention practices tied directly to proficiency data.

Collaborate across grade levels to improve vertical alignment.

End-of-Year Benchmarks

Significant reduction in students requiring intervention because of Tier 1 gaps

Improved proficiency rates on priority standards across grade spans

Consistent Targeted Student Support implementation in all schools

Year 4: Refine and Scale Academic Coherence (2029–2030)

District Actions

Refine the Essential core standards and district assessments based on implementation evidence.

Align report cards / grading expectations more tightly to proficiency on essential standards where appropriate.

Standardize successful intervention and acceleration practices across schools.

School Actions

Ensure consistency in proficiency expectations from classroom to classroom and school to school.

Use school improvement plans to address persistent achievement gaps and transition-point weaknesses.

Strengthen transition planning between grade spans.

Teacher / PLC Actions

Engage students in tracking their progress on essential standards.

Use collaborative scoring and calibration of student work.

Increase student ownership of learning through goal setting and reflection.

End-of-Year Benchmarks

Strong consistency of proficiency expectations across schools

Most schools nearing district benchmark targets

Students increasingly able to articulate their learning progress

Year 5: Sustain a High-Performing Academic System (2030–2031)

District Actions

Conduct a comprehensive review of Targeted Student Support, curriculum alignment, and assessment effectiveness.
Establish an ongoing cycle for reviewing essential standards, assessment tools, and intervention effectiveness.
Publish annual district academic assurance results.

School Actions

Maintain strong fidelity to district Tier 1, Targeted Student Support, and assessment expectations.
Continue data-driven problem solving at school and PLC levels.
Use transition-point data to target final areas of need.

Teacher / PLC Actions

Sustain standards-aligned planning, assessment, and intervention.
Verify proficiency through multiple forms of evidence.
Maintain a relentless focus on core instruction as the primary support for student success.

2031 Outcomes

85%+ of students meeting grade-level benchmarks through Tier 1 instruction
95% of transition-point students demonstrating verified proficiency
Districtwide academic system functioning coherently across all schools

PRIORITY 2 - Highly Engaging, Student-Centered Core Instruction

Priority Statement

By June 2031, 100% of K–12 core classrooms will implement a district Active Learning Framework, resulting in at least 90% active student engagement during quarterly instructional walkthroughs and the elimination of passive, low-value “time-filling” instructional practices.

2031 Success Metrics

By June 2031, the district will:

Implement a district Active Learning Framework in 100% of K–12 core classrooms

Reach 90% active student engagement during quarterly walkthroughs

Eliminate passive “time-filling” modules and low-value compliance activities from core instruction

Increase evidence of:

student discourse

higher-order thinking

collaborative problem solving

student ownership of learning

frequent checks for understanding

Reduce classroom removals and disengagement behaviors associated with passive instruction

Five-Year Action Plan

Year 1: Define Active Learning Expectations (2026–2027)

District Actions

Develop a district Active Learning Framework describing what high-engagement instruction looks like in North Sanpete classrooms.

Create common walkthrough indicators for student engagement, discourse, ownership, and cognitive demand.

Audit current instructional practices, technology use, digital programs, and passive learning modules.

Identify district instructional non-negotiables related to active learning.

School Actions

Train principals and instructional coaches to use a common engagement walkthrough tool.

Establish school baseline engagement data.

Introduce active learning expectations to staff.

Teacher Actions

Reflect on current instructional practices and student engagement patterns.

Begin using simple engagement strategies consistently (partner talk, checks for understanding, discussion routines, collaborative problem solving).

End-of-Year Benchmarks

Active Learning Framework adopted districtwide

Baseline engagement walkthrough data collected

Districtwide list of passive “time-filling” practices identified for replacement

Year 2: Build Teacher Capacity for Active Learning (2027–2028)

District Actions

Provide professional learning on:

student discourse

academic vocabulary and language production

cooperative learning structures

questioning and discussion techniques

formative assessment during instruction

cognitively demanding tasks

Develop demonstration classrooms and model lessons.

Align instructional coaching cycles to engagement goals.

School Actions

Conduct regular engagement-focused walkthroughs.

Use walkthrough data to identify trends and coaching needs.

Support collaborative lesson planning focused on engagement and rigor.

Teacher Actions

Increase the percentage of lesson time in which students are discussing, writing, problem solving, or applying learning.

Use formative assessment frequently to adjust pacing and support.

Replace passive digital or worksheet-based filler tasks with meaningful practice.

End-of-Year Benchmarks

Clear increase in student participation across classrooms

Reduced use of passive instructional tasks

Teacher confidence growing around active learning strategies

Year 3: Deepen Cognitive Engagement and Student Ownership (2028–2029)

District Actions

Create exemplar lesson libraries and video examples from district classrooms.

Expand instructional rounds and lab classroom opportunities.

Connect engagement data to district coaching and PLC priorities.

School Actions

Analyze engagement data by grade level, content, and student groups.

Support peer observation and lesson study around active learning.

Recognize teachers and teams demonstrating strong student-centered practice.

Teacher Actions

Increase opportunities for students to explain, justify, debate, and apply learning.

Build routines for student reflection, self-assessment, and goal setting.

Design lessons where students carry more of the cognitive load.

End-of-Year Benchmarks

Walkthrough data shows substantial increases in student discourse and ownership

More classrooms demonstrate inquiry, collaboration, and application

Students can increasingly explain what they are learning and why

Year 4: Scale and Standardize Engaging Instruction (2029–2030)

District Actions

Refine the Active Learning Framework based on implementation data.

Align evaluation, coaching, and professional learning more tightly to engagement indicators.

Scale successful classroom practices across all schools.

School Actions

Ensure engagement expectations are consistently observed across classrooms.

Use school leadership teams to monitor trends and provide targeted support.

Strengthen student voice opportunities to inform instructional improvement.

Teacher Actions

Consistently design instruction that balances rigor, support, and engagement.

Use student feedback and performance data to improve lesson design.

Mentor peers and share successful engagement practices.

End-of-Year Benchmarks

High levels of active engagement visible across most classrooms

Strong consistency in district expectations for active learning

Student ownership and independence continue to increase

Year 5: Sustain Engaging Instruction as the District Norm (2030–2031)

District Actions

Conduct annual district reviews of student engagement and instructional quality.
Institutionalize lab classrooms, coaching supports, and engagement walkthroughs.
Continue phasing out low-value programs and activities that do not contribute to learning.

School Actions

Sustain consistent walkthrough and feedback cycles.
Maintain strong collaborative planning around active learning and rigor.
Support onboarding of new teachers into the district's instructional framework.

Teacher Actions

Sustain highly engaging, student-centered core instruction.
Continue refining classroom structures that increase student thinking and participation.
Serve as models and mentors for active learning practices.

2031 Outcomes

90% active student engagement districtwide
Passive “time-filling” instruction eliminated from core classrooms
Students regularly engaged in meaningful academic work across all schools

PRIORITY 3 - Coaching, Collective Efficacy, and Professional Culture

Priority Statement

By June 2031, North Sanpete School District will institutionalize a safe, collaborative coaching culture across all school sites, resulting in 100% voluntary teacher participation in coaching cycles, all schools scoring in the top quintile nationally on the Collective Teacher Efficacy Index, and a professional culture that supports staff retention, wellness, and continuous instructional improvement.

By June 2031, the district will:

- Achieve 100% voluntary teacher participation in coaching cycles

- Place 100% of schools in the top quintile nationally on the Collective Teacher Efficacy Index

- Establish a clearly defined district coaching model in all schools

- Ensure every school has functioning collaborative structures for:

 - coaching

 - PLC learning

 - peer observation

 - teacher leadership

 - shared problem solving

- Reduce teacher-reported burnout metrics by 45%

- Maintain certified staff retention at 92% or higher

Five-Year Action Plan

Year 1: Build Trust and Define the Coaching Culture (2026–2027)

Develop a district coaching framework that clearly separates coaching from evaluation.

Define the role of principals, instructional coaches, teacher leaders, student support team, and PLC facilitators.

Establish coaching confidentiality expectations and communication norms.

Administer baseline surveys on:

Collective teacher efficacy, staff trust and collaboration, coaching perceptions, burnout / wellness indicators

Develop a district “One Team” professional culture framework aligned to collaboration, trust, and continuous improvement.

School Actions

Form or refine leadership teams that include teacher voice.

Communicate coaching expectations as support for all, not remediation for a few.

Identify early teacher leaders and early coaching participants.

Review staff workload concerns and barriers to collaboration.

Teacher Actions

Learn the district coaching cycle and how it supports growth.

Participate in introductory coaching and collaborative reflection opportunities.

Provide feedback on coaching supports and professional culture needs.

End-of-Year Benchmarks

Baseline efficacy, trust, and burnout data collected

Staff clearly understand coaching as non-evaluative professional support

Year 2: Build Coaching Capacity and Collaborative Structures (2027–2028)

District Actions

- Train instructional coaches, principals, and teacher leaders in effective coaching practices.
- Create common coaching tools, observation protocols, and reflection templates.
- Protect time for coaching, PLC collaboration, and peer learning.
- Develop a district teacher leadership pathway tied to instructional improvement.

School Actions

- Increase access to voluntary coaching cycles in every school.
- Build teacher-led PLC facilitation and collaborative inquiry routines.
- Use leadership teams to identify building-wide support needs.

Teacher Actions

- Participate in coaching cycles tied to real classroom goals.
- Increase collaboration through peer observation, planning, and reflection.
- Begin leading portions of PLCs, professional learning, or collaborative inquiry.

End-of-Year Benchmarks

- Participation in coaching increases significantly
- Teacher leaders are active in PLCs and school improvement efforts
- Staff report growing trust in coaching and collaboration systems

Year 3: Expand Peer Learning and Collective Efficacy (2028–2029)

District Actions

Create lab classrooms, demonstration sites, and teacher-led learning networks.

Develop structures for instructional rounds and cross-school collaboration.

Recognize and scale teacher leadership and shared problem solving.

School Actions

Expand peer coaching, observation, and lesson study.

Increase teacher ownership of professional learning and school improvement efforts.

Use efficacy and climate data to identify schools needing targeted support.

Teacher Actions

Lead professional learning, demonstration lessons, or coaching support for peers.

Participate in instructional rounds and collaborative inquiry cycles.

Use student evidence and reflection to refine practice.

End-of-Year Benchmarks

Majority of teachers participating voluntarily in coaching cycles

Strong gains in collective efficacy indicators

Teacher leadership increasingly embedded in school culture

Year 4: Institutionalize a High-Trust Adult Learning Culture (2029–2030)

District Actions

Align professional learning, coaching, and school improvement planning into one coherent system.
Refine induction, mentoring, and leadership development supports.
Review district initiatives and expectations to reduce overload and improve coherence.

School Actions

Ensure coaching is available and normalized for all staff.
Maintain collaborative leadership teams and teacher leadership structures.
Use staff feedback to address workload, communication, and operational barriers.

Teacher Actions

Participate regularly in coaching, collaborative inquiry, and shared leadership.
Mentor new staff and support schoolwide instructional improvement efforts.
Help sustain a culture of openness, reflection, and shared responsibility.

End-of-Year Benchmarks

Coaching and collaboration are embedded across all schools
Burnout indicators are declining
Staff retention and professional culture indicators are improving

Year 5: Sustain a Districtwide Coaching and Efficacy Culture (2030–2031)

District Actions

Conduct annual reviews of coaching impact, collective efficacy, and staff wellness.

Maintain leadership development, coaching training, and succession planning.

Institutionalize structures that support professional growth regardless of personnel changes.

School Actions

Sustain coaching, peer learning, and teacher leadership as standard practice.

Maintain strong collaborative systems and high expectations for adult learning.

Use efficacy and culture data to continue refining school supports.

Teacher Actions

Continue participating in coaching cycles and collaborative learning.

Lead and mentor colleagues.

Contribute to a culture of continuous improvement focused on student success.

2031 Outcomes

100% voluntary participation in coaching cycles

All schools in the top quintile nationally for collective teacher efficacy

Strong retention and reduced burnout

A districtwide adult learning culture that sustains instructional excellence