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**Board of Education Study Session**  
Tuesday, February 17, 2026 5:00 PM  
Board Room

A regular meeting of the Board of Education of Granite School District. The Board may vote to meet in a closed executive session for any of the purposes set forth in Section 52-4-205 of Utah's Open and Public Meetings Act.

1. **WELCOME** President McDermott
2. **STUDY ITEMS**
  - A. School Leadership and Improvement Update Dr. Tyler Howe, Jon Adams, and Wes Cutler 2
  - B. Extended School Year Dr. Mitch Nerdin 36
3. **ADJOURN**

\* \* \* \* \*

Complete texts of agenda are available at [www.graniteschools.org](http://www.graniteschools.org).

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Stacy Bushell at 385-646-4523 (alternate TDD number 801-298-9484) at least three working days prior to the meeting.

Members of the Board of Education may participate electronically.

# The Role of the School Leadership & Improvement Directors (SLIDs)

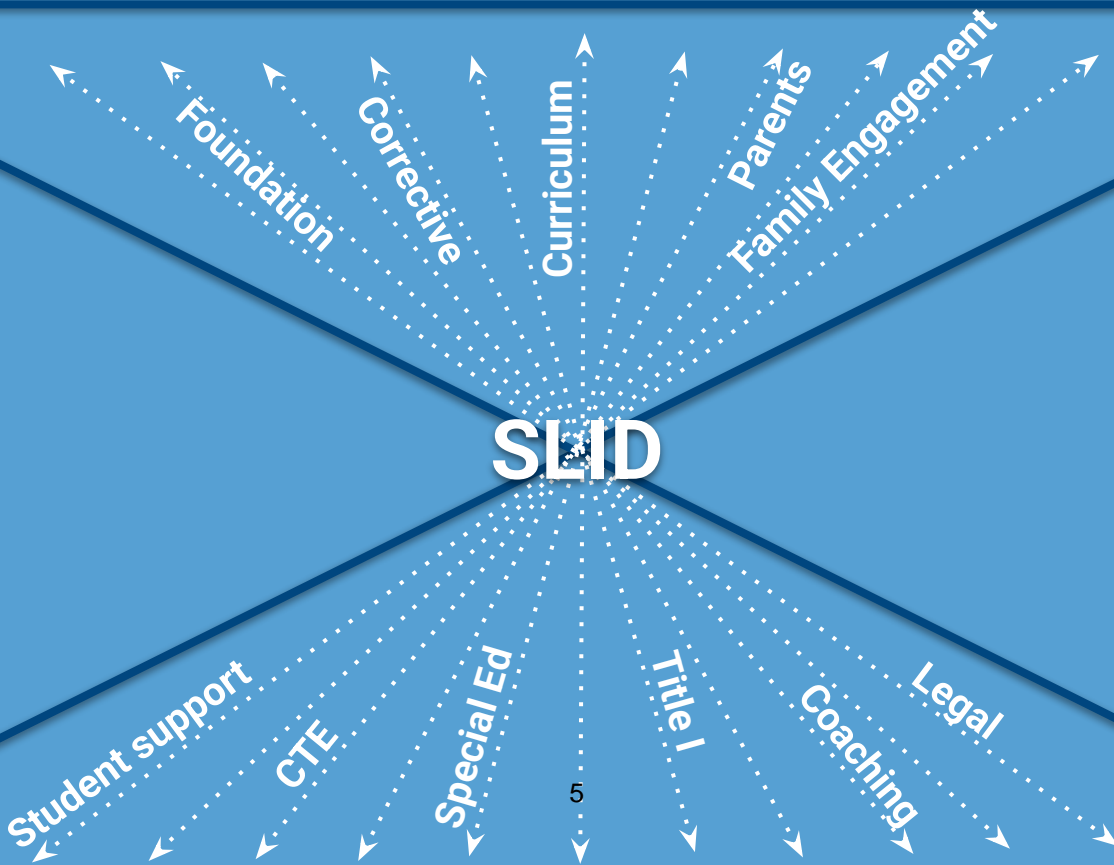
Jon Adams, Wes Cutler, & Tyler Howe

# The Vision



# A Bottle-neck Problem

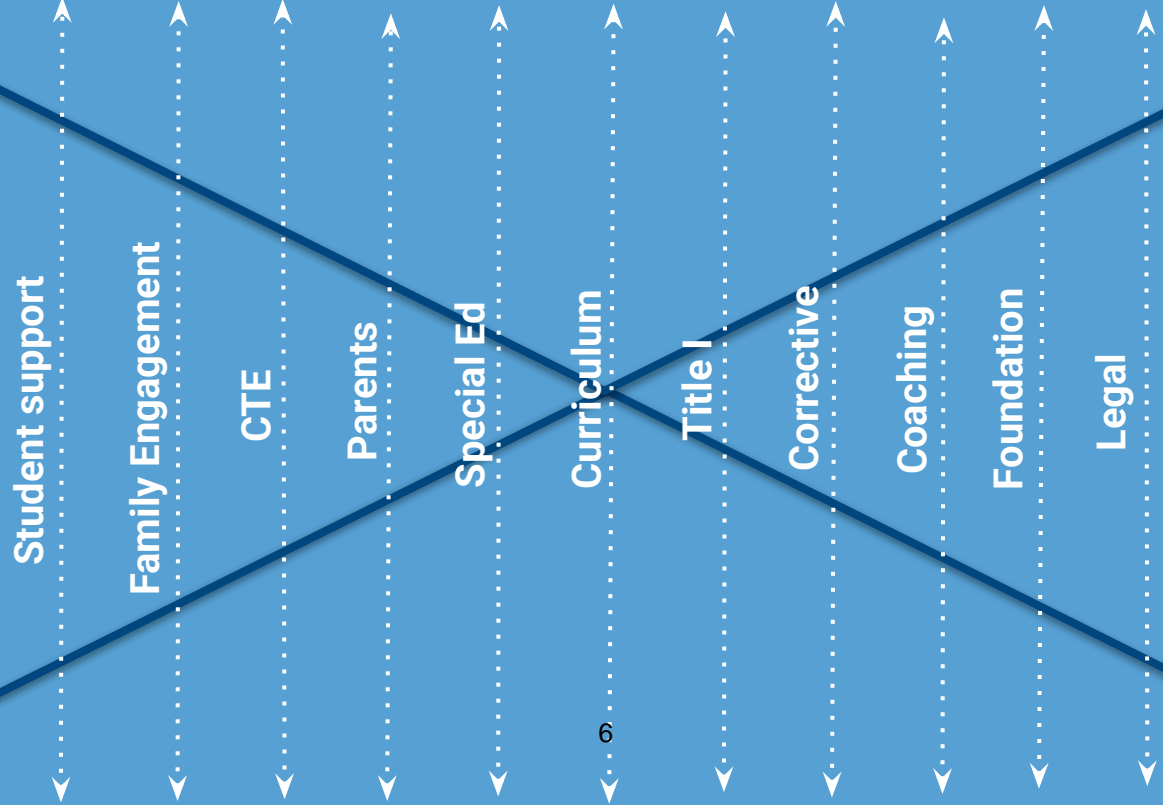
District



School

Or . . .

**District**

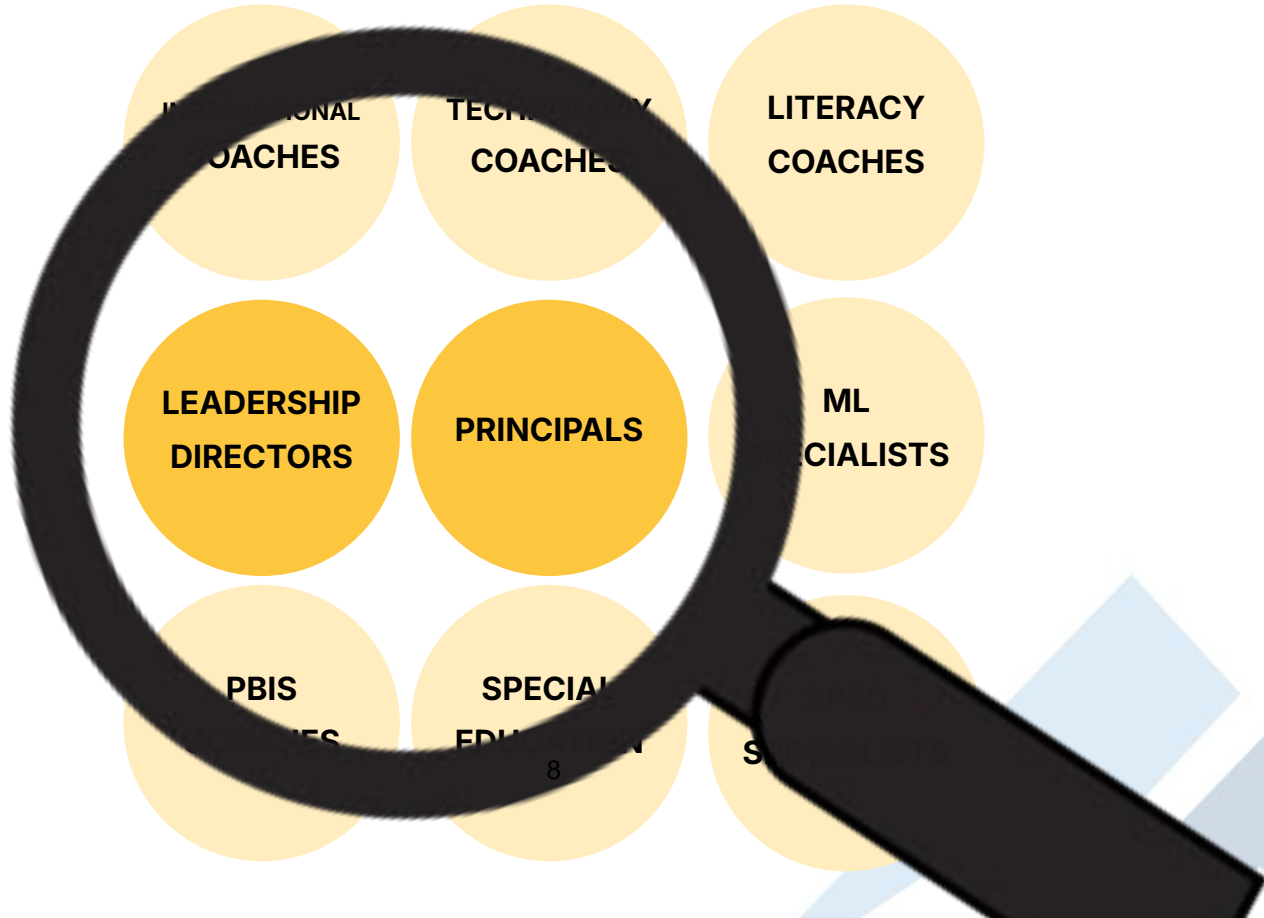


**SLID**  
Focuses on  
instructional  
coaching with  
school principal

**School**

# As Presented to Principals

# Who is a coach in GSD?



# Atul Gawande: Want to Get Great at Something? Get a Coach.

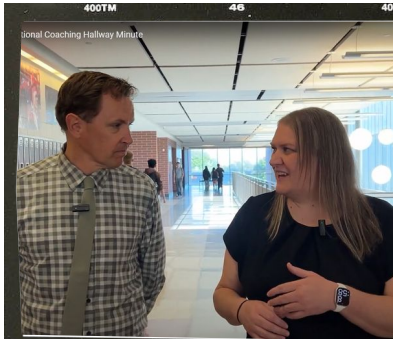


# Who gets coached in GSD?

**SUPERINTENDENTS**

**NEW TEACHERS**

**PRINCIPALS**



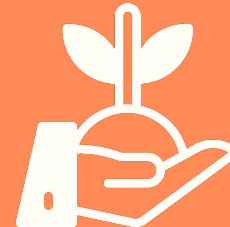
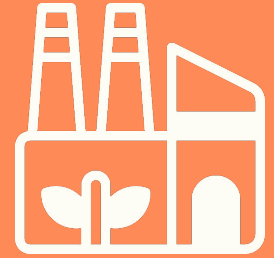
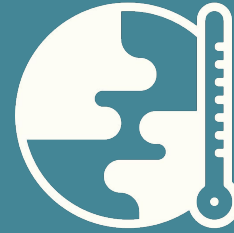
**VETERAN TEACHERS**

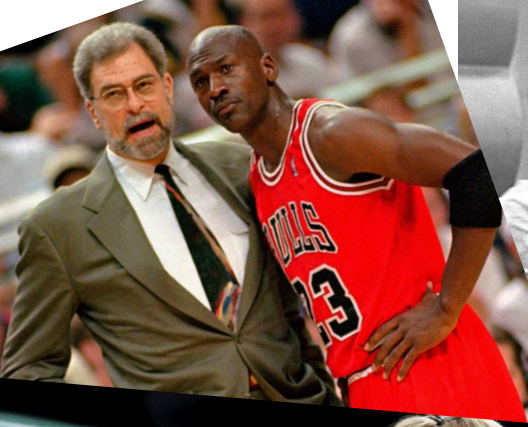
**DIRECTORS**

**COACHES**

# Top Gun: Maverik

"Everyone here is the best there is. Who are they going to get to teach us?"





# Coaching Techniques

## Trust

- Benevolence
- Communication
- Transparency
- Consistency
- Competence
- Modeling

## Listening

- 80% listening 20% talking
- Active listening- be fully present

## Questioning

- Prompting self-reflective practice
- Open-ended questions
- Root cause analysis
- Explore the desired outcome

## Understanding

- In-depth knowledge of the primary and shared content, criteria, rubrics, and evidence
- Knowledge of the individual's current reality

## Accountability

- Goal setting
- Setting timeline
- Following up
- Providing feedback
- Celebrate wins

# Megan Tschannen-Moran

"Safety comes at the expense of student achievement."

# What can you expect from being coached by your SLID?

- Everyone will be coached.
- Questions & 80% of the listening.
- Formal & informal visits every 1-2 weeks
  - Formal (Scheduled):
    - 1-2 Class observations
    - Data slides ready for discussion (and ready for you to adopt and use)
    - Discussion about progress on Continual Improvement Plan (CIP) Action Items
  - Informal (Scheduled & Unscheduled):
    - Principal choice
    - Support with lunch duty, Community Council, absent assistant, etc.



# What can your SLID expect when coaching **you?**

- Responsiveness to questions through 80% of the talking
- Be a collaborative thought partner
- Bring data to the table

School Leadership & Improvement  
Coaching/Supervision Log

SLID  
Principal, School  
February 2025, 2/10/2025

**Granite School District Leadership Standards**

Domain 1	Domain 2	Domain 3	Domain 4
Visionary Leadership	Collective Commitment to Learning	Resource Management & Operations	Ethical Leadership

① Follow-up from Prior Meetings

-Title I mid-year review  
-Budget review

② School Leadership Best Practices - Monthly Focus |

What's working:  
-Teams working together better than before - more cohesive  
-Looking at iReady data - if we can hit the stretch goal, will meet the RISE goal  
-Growth on iReady. Students with 80% or above were awarded.

Opportunities for growth:  
(needs, challenges, solutions)

-Goals and Action Steps - Academic actions - Academics - showed an increase in proficiency by 3%. Lot of great strategies - training teachers and leveraging what PLCs can do. Starting monthly walk-throughs for literacy and working on connected text.  
Data Review -  
-iReady data - looked at sheet with lowest quartile in math - reminder they count in multiple areas.  
-Data Gateway Accountability Reports - shareable, public data, (Accountability - achievement in proficiency, growth, growth of lowest 25%, and English learner progress). For Science - teach vocabulary to ELLs. Ensure teachers do the RISE Science benchmarks.  
-iReady Dashboard - Projected Proficiency and 5 Level Placement (can look at individual student progress).  
-Focus Analytics - Acadience Reading Milestones - 2nd grade increase this year, 3rd grade has dropped blues.  
Acadience Reading/Math Pivot Table - can see movement of students. Click on 2025, then a grade level. Kinder is looking good. 1st grade - 4 students were above benchmark and dropped to well below. Working on connected text.  
-Kinder Blind Data report - each student has a number and the parents can be given the report with their student's number and see where there student is in relation to the class, etc. Also, examples of what PSF, NWF, etc. are so parents understand. These can be handed out with home lit activities.  
-RISE Benchmarks - all will be doing at least one monthly.  
-Panorama reports - progress monitoring data, iReady Diagnostics, attendance, Acadience, etc.  
Budget Review  
-CSI for Low-Performing Student Groups (CSI-LPSG) - will have 6 soft funds (LAND Trust and TSSA should be similar), Title I 80%, Title I Parent Engagement, CSI - \$44,000, I-3 (tied to SWD)  
-LAND Trust - \$3000 deficit - journal entry from Title I - Rebecca and Liz will take care of this for Ashleigh Banks. Will add in a few sick days. Big Title I budget left - update some Chromebooks - purchase sooner or later. Plan for ATSI funds.

③ Principal's Own Professional Growth

- Principal's recent learning gained through observations and other work with teachers
- What are the implications of today's session and linkages to school and personal goals
- Progress towards PQ&E goal

④ Next Steps

Items for director:	Items for principal:
	<ul style="list-style-type: none"> <li>-Consider letting the teachers know which students are in the lowest quartile so they can ensure they are getting support</li> <li>-Non-negotiable - 4th/5th grade teachers give a RISE Science benchmark</li> <li>-Complete CIP by May 9th</li> <li>-Consider reserving some of the Title I funds for the new principal to do a leadership retreat.</li> </ul>

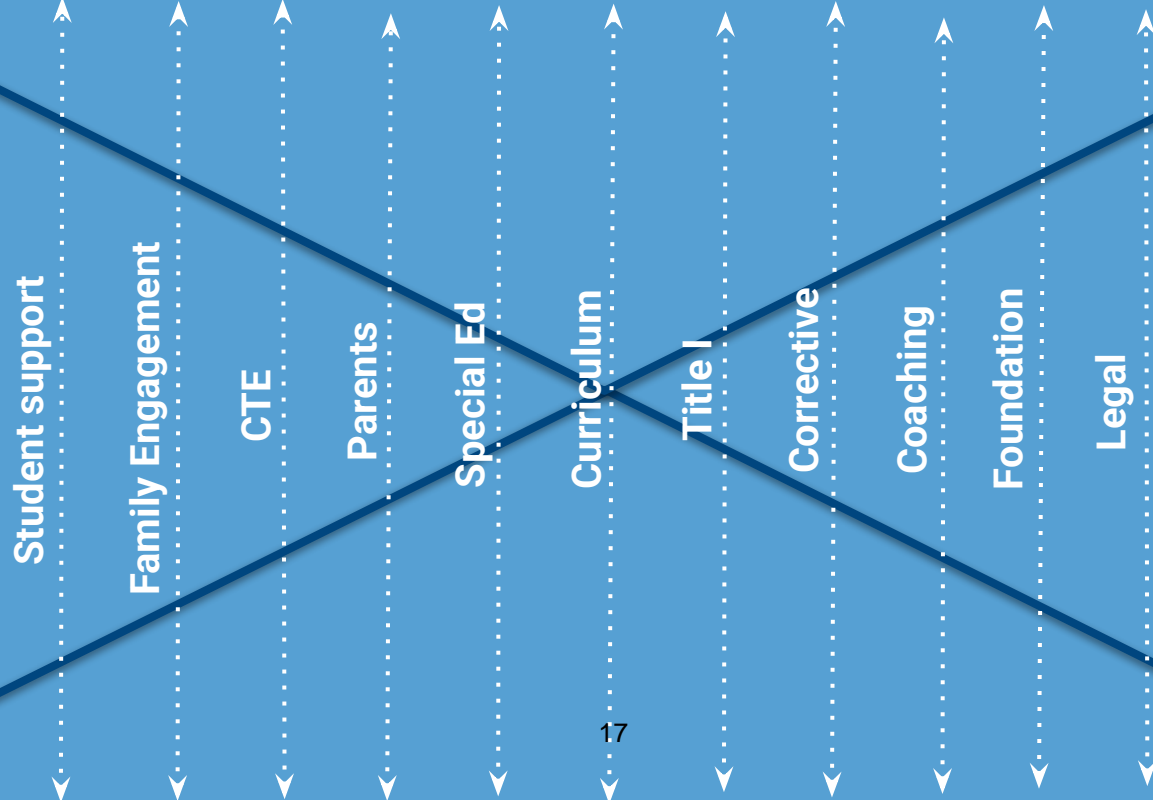
Next Meeting:

Other Items



# So, should I not call my SLID anymore?

**District**



**School**

# So, should I not call my SLID anymore?



# Tracking Our Progress

# 1081 Coaching Visits Logged through February 12, 2026

	Principal	Assistant Principal	SLID
Average Number of Coaching Visits Completed through 2-12-2026	20.4	3.8	246.6
Average Number of Coaching Visits per Week	0.9	0.2	10.9

## Pre-Conference & Goal Setting - Shared Event - Post Conference Feedback

Time	Topics	Action	Data Focus	Visit
Summer	<ul style="list-style-type: none"> <li>Professional Learning Preference</li> <li>School Culture</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on prior year's plan.</li> <li>Professional learning plan as related to school-wide goals.</li> <li>Review the use of resources.</li> <li>Review preliminary student achievement data.</li> <li>Budget discussion</li> <li>Discuss self-rating on leadership standards and jointly set goal(s) for the year.</li> <li>Discuss lines of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Continual Improvement Plan (CIP)</li> </ul>	<ul style="list-style-type: none"> <li>1 Formal Visit</li> <li>1-2 Drop-in Visits</li> </ul>
Quarter 1 August 13 - October 15	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Data Focus</li> <li>Continual Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Lesson Plan Review</li> <li>Reflection on Stakeholder Feedback / Panorama</li> <li>Discuss Corrective Discipline</li> <li>Discuss SST, Leadership, and PLC team functioning.</li> <li>Quarterly CIP review / budgets</li> </ul>	<ul style="list-style-type: none"> <li>Hand-You-Were-Dealt Data (Aug.)</li> <li>Preliminary RISE Results (Aug.)</li> <li>Fall Student Reports (Aug.)</li> <li>NWEA Map Fall Data (Sep.)</li> <li>iReady Math Fall Data (Sep.)</li> </ul>	<ul style="list-style-type: none"> <li>2 Formal Visits</li> <li>4-8 Drop-in Visits</li> </ul>
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# Monthly Focus

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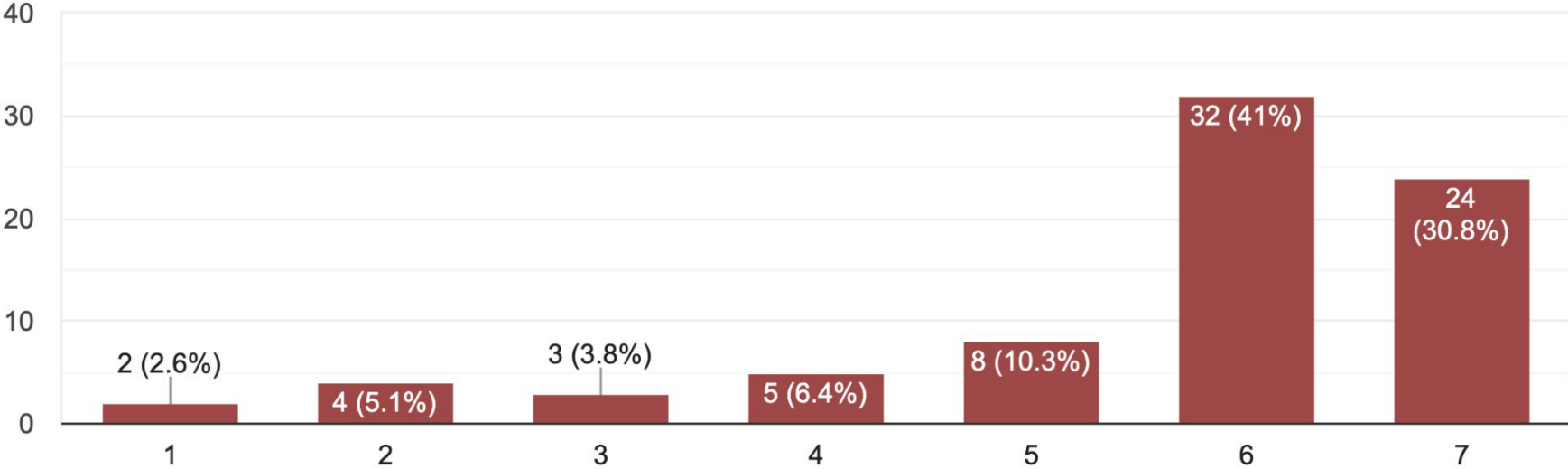
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# Feedback from Principals

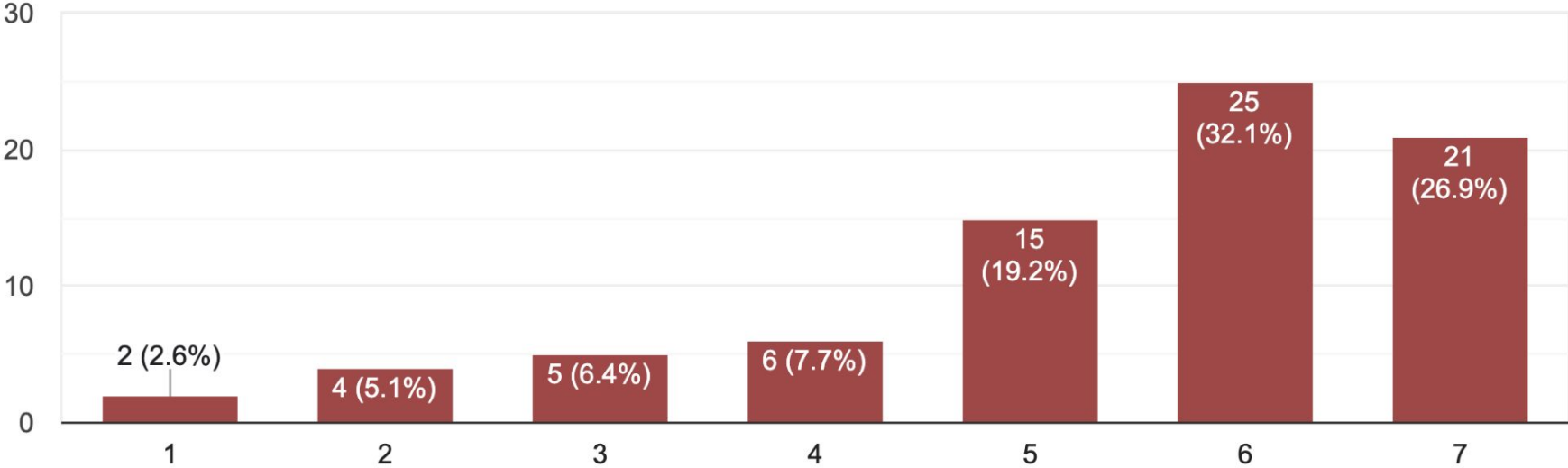
The coaching and feedback provided through the SLID role are aligned with my needs as a school instructional leader.

78 responses



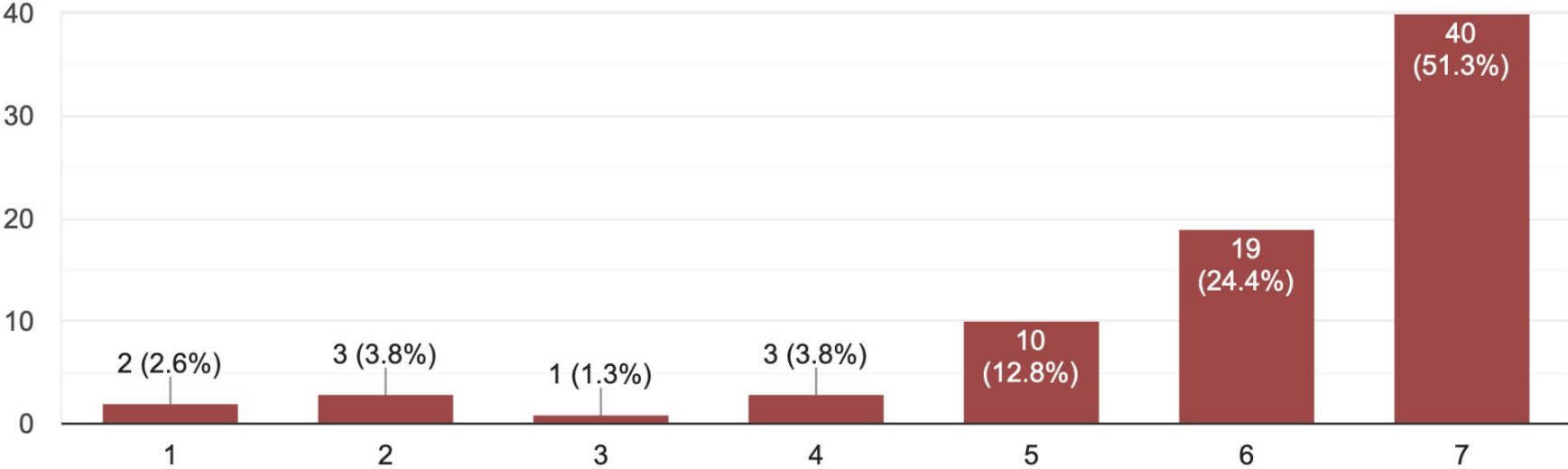
The SLID role is structured in a way that allows sufficient time and focus on supporting principals' instructional leadership and professional growth.

78 responses



# Having the SLID involved in onboarding and early support for new administrators is an effective use of the role.

78 responses



# Comments from Principals (Strengths)

## **Strong Coaching & Support**

Principals consistently feel supported, valued, and coached toward growth. The shift to a coaching and capacity-building model is widely seen as a major improvement.

## **Focus on Student Achievement & Data**

SLIDs are helping leaders strengthen classroom practice, use data effectively, and align action plans to student outcomes.

## **High-Quality Individuals in the Role**

The people serving as SLIDs are viewed as knowledgeable, responsive, and deeply committed to supporting school leaders.

# Comments from Principals (Challenges)

## **Capacity & Role Overload**

Split responsibilities limit availability and raise concerns about sustainability.

## **Coaching vs. Compliance Tension**

District-driven agendas and checklists sometimes reduce time for school-specific coaching and problem-solving.

## **Limited Support for Assistant Principals & Onboarding**

Assistant principals report inconsistent or minimal structured support, and some leaders perceive a decline in the strength of onboarding compared to past systems.

# Data Being Tracked in Coaching Visits

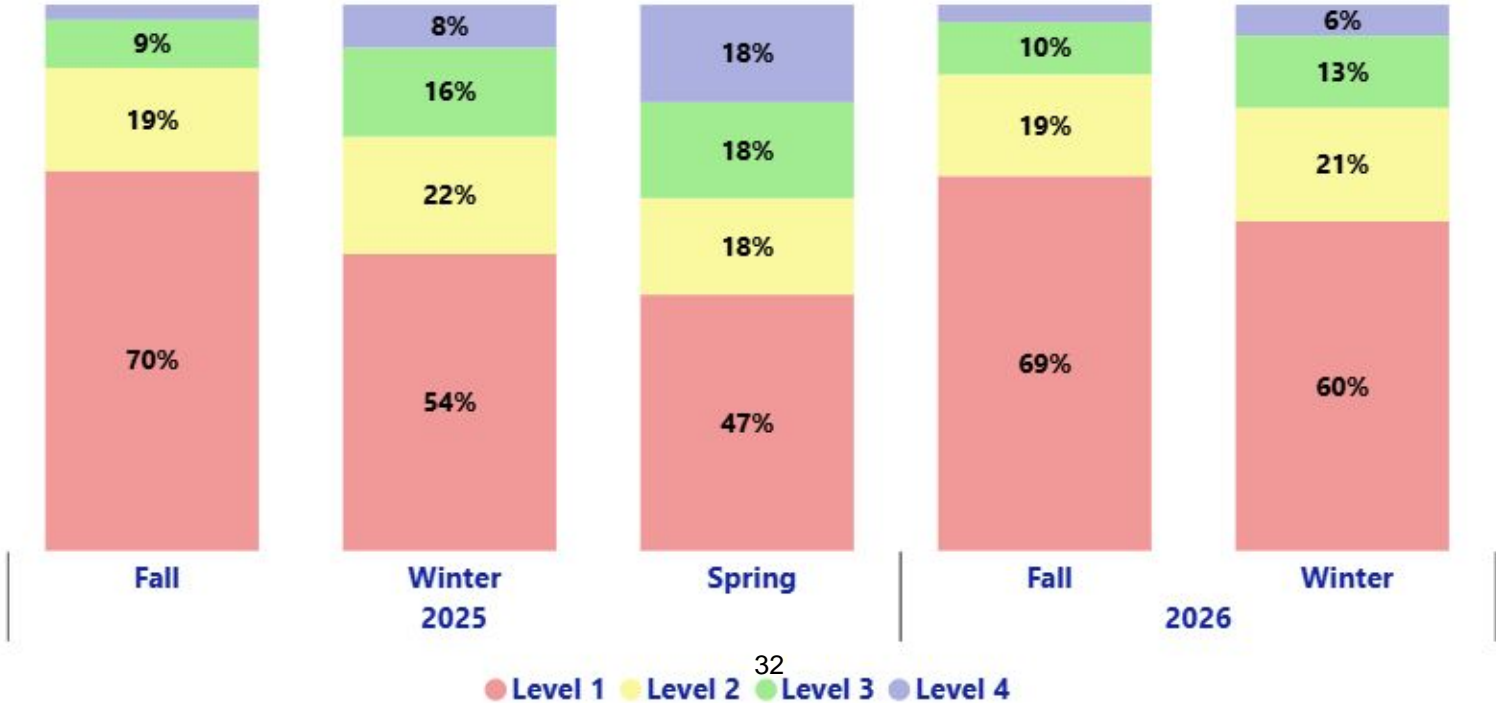
# High School Success Rate

		Cottonwood	Cyprus	Granger	Hunter	Kearns	Olympus	Skyline	Taylorville	Totals
Quarter 1	2025-2026	88.74%	91.73%	86.04%	91.00%	91.54%	98.05%	99.25%	91.99%	92.08%
	2024-2025	88.93%	90.27%	85.21%	88.60%	88.53%	98.18%	98.95%	91.57%	90.85%
	2023-2024	87.63%	87.51%	82.44%	86.22%	83.10%	95.21%	98.73%	86.58%	87.72%
	2022-2023	85.24%	88.40%	79.95%	86.30%	82.77%	96.37%	98.14%	86.30%	87.14%
	2021-2022	88.33%	88.38%	79.56%	84.23%	85.67%	94.29%	97.61%	84.98%	87.02%
	2020-2021	80.13%	80.79%	67.86%	76.71%	76.70%	89.59%	94.51%	83.35%	80.15%
Quarter 2	2025-2026	86.54%	88.74%	81.83%	87.52%	86.42%	96.66%	98.90%	89.04%	89.12%
	2024-2025	86.37%	87.76%	83.22%	84.97%	86.93%	95.73%	98.34%	89.03%	88.61%
	2023-2024	83.17%	86.89%	79.21%	84.70%	78.92%	94.19%	98.36%	85.94%	85.77%
	2022-2023	85.09%	86.22%	76.67%	81.91%	78.83%	93.86%	96.97%	83.73%	84.50%
	2021-2022	85.45%	86.07%	73.44%	79.90%	79.45%	93.27%	96.76%	81.39%	83.36%
	2020-2021	76.33%	78.45%	61.36%	70.88%	70.09%	86.85%	93.68%	74.39%	75.34%
Quarter 3	2025-2026*									
	2024-2025	87.39%	89.62%	85.11%	89.30%	88.82%	96.10%	98.61%	89.32%	90.23%
	2023-2024	85.09%	88.60%	82.91%	86.06%	81.45%	94.62%	98.22%	86.64%	87.45%
	2022-2023	85.65%	89.32%	78.94%	83.43%	81.27%	94.00%	97.89%	84.58%	86.11%
	2021-2022	85.82%	87.94%	75.67%	82.24%	79.55%	94.76%	97.01%	82.26%	84.72%
	2020-2021	80.39%	81.15%	65.33%	74.85%	76.00%	90.28%	94.38%	78.93%	78.96%
Quarter 4	2025-2026									
	2024-2025	85.73%	89.67%	81.69%	87.61%	87.61%	95.27%	98.34%	88.00%	88.81%
	2023-2024	83.37%	87.61%	80.38%	84.31%	82.05%	93.65%	97.85%	86.82%	86.45%
	2022-2023	84.75%	86.36%	77.73%	81.17%	76.16%	93.78%	97.74%	84.25%	84.48%
	2021-2022	84.67%	86.92%	73.16%	80.61%	76.18%	94.96%	96.89%	81.03%	83.29%
	2020-2021	80.31%	80.02%	63.35%	71.81%	73.88%	89.47%	93.65%	77.97%	77.51%

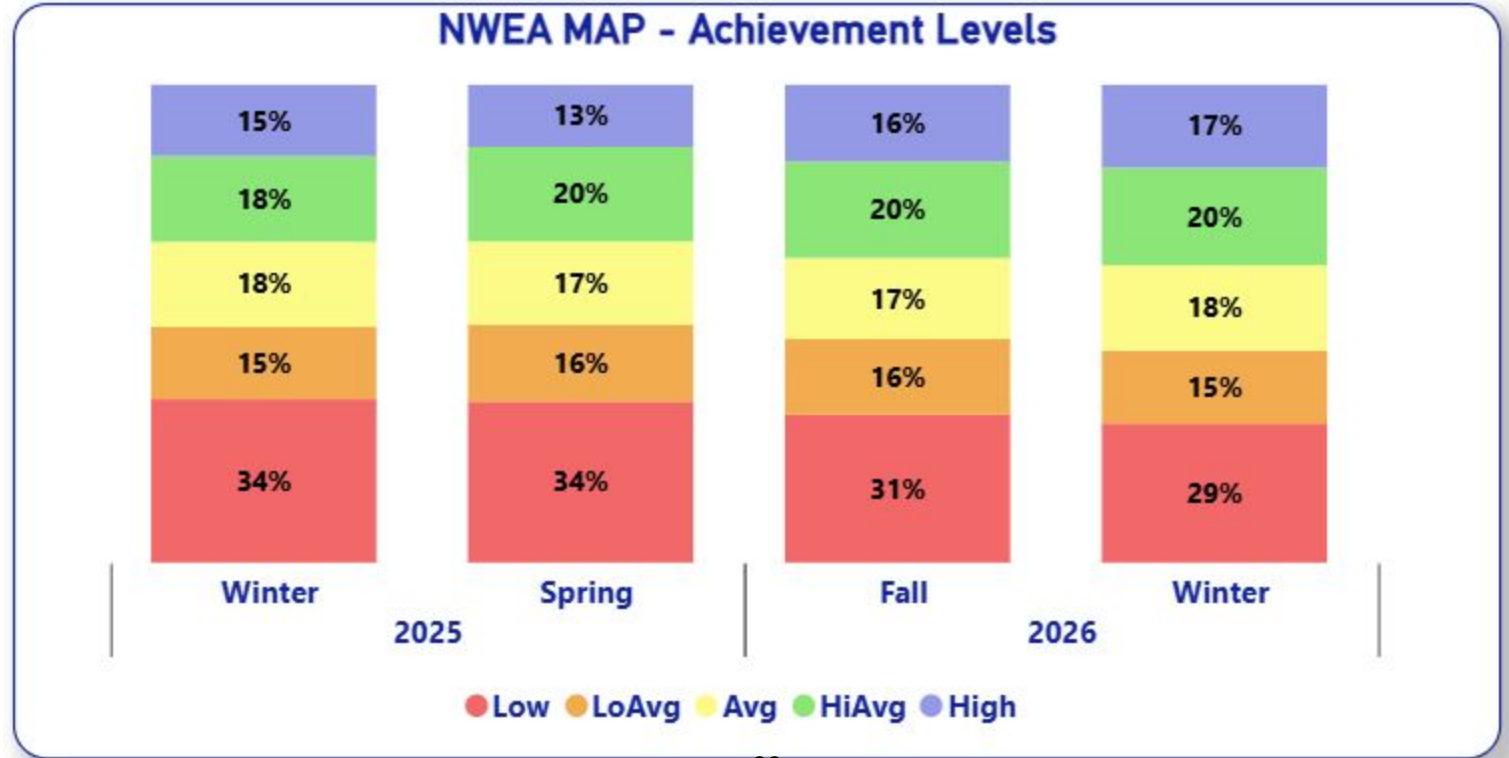
# iReady Math Diagnostic 3-8

## iReady Math Projected Proficiency

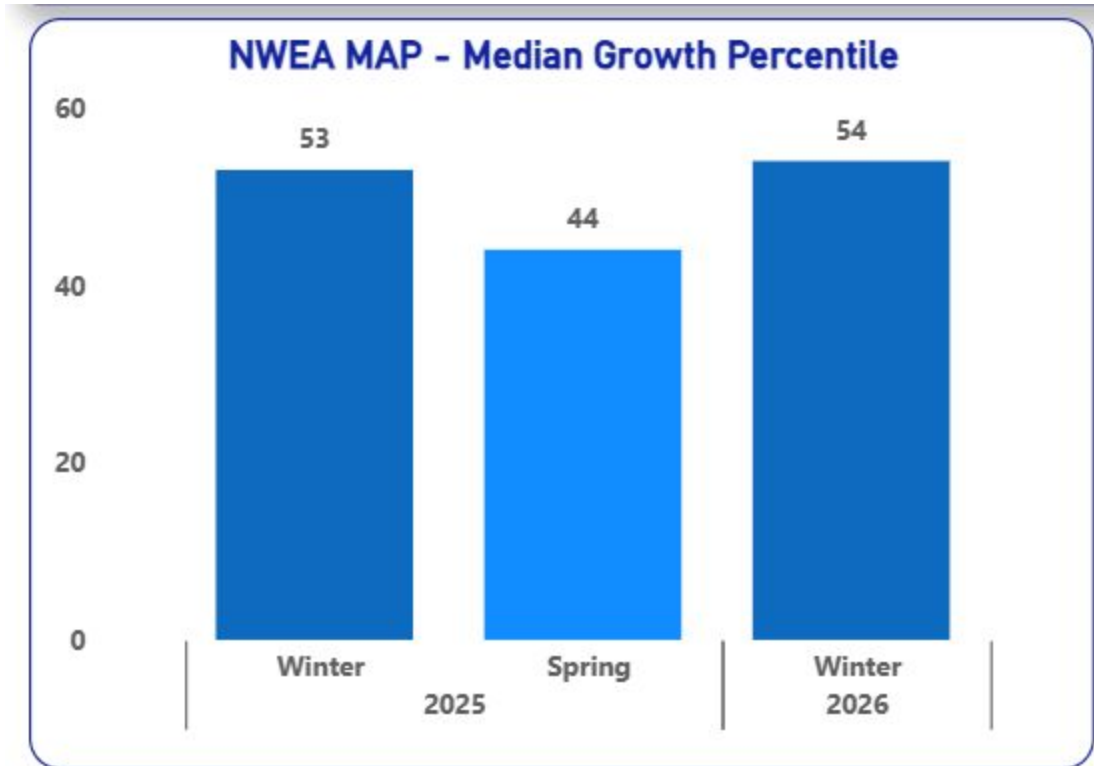
### Percent of Students at Each Level by Year and Term



# 5th Grade NWEA MAP



# 5th Grade NWEA MAP



# Questions?





# EXTENDED SCHOOL YEAR

*Summer term  
before traditional  
school year begins*

# Extending the Elementary School Year

## Instructional Redesign for Equity and Achievement

“The evidence suggests that extending school time can have positive effects on student achievement, particularly when the time is used for academic instruction.”

— Patall, Cooper, & Allen (2010), *Review of Educational Research*



# Why This Conversation Now?

- Persistent literacy and math gaps
- Summer learning loss disproportionately impacts low-income students
- National research indicates calendar length matters when time is redesigned
- We are not proposing “more school” - We are proposing **more coherent instructional time**



# The Core Problem: Summer Learning Loss

## The Core Problem: Summer Learning Loss Research Consensus:

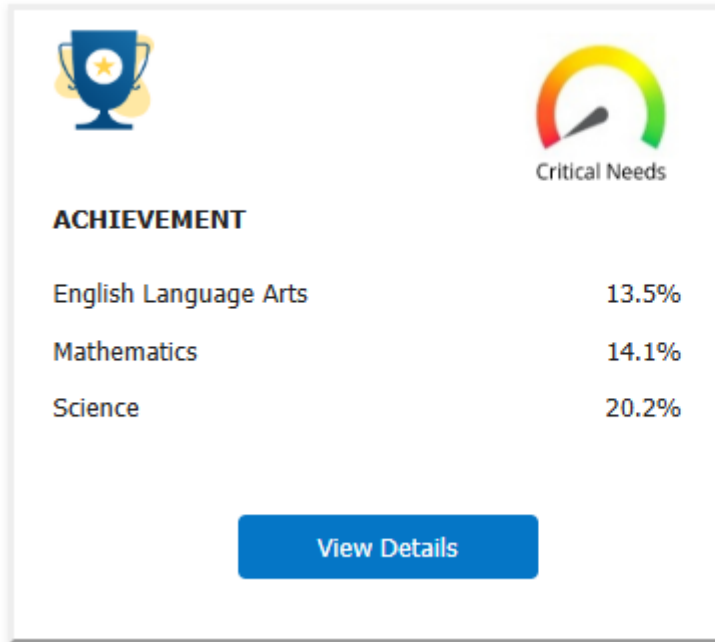
- Achievement gaps widen during summer months
- Loss is strongest in mathematics and early literacy
- Long-term disparities are cumulative
- Behaviors exacerbate after summer break

Research consistently shows that achievement gaps widen primarily during summer months, particularly for students from low-income backgrounds. This is commonly referred to as “summer learning loss”.

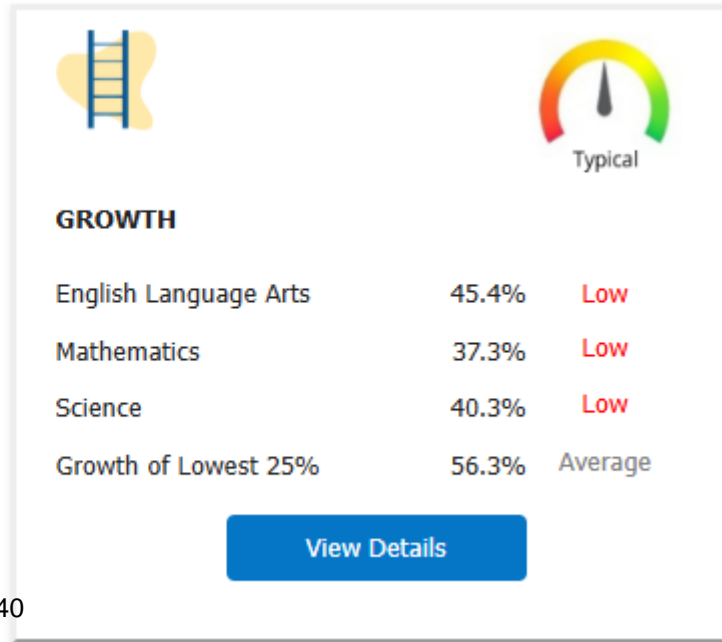


# Plymouth Elementary - Current Reality

## Utah's Accountability - RISE Results 2025



40



# Plymouth

Remastered



## Possibilities

- Extended School Year (200+ Days)
- Refreshed Mission/Vision
- Updated Name and Mascot
- Uniforms
- More options for meeting student needs



# A Pathway Forward



Extending time to expand learning

“It seems so simple, but an extended school day and year can have extraordinary and lasting impacts on students while preventing months of learning loss and disengagement. And students aren’t the only ones who benefit. For parents, it means peace of mind that their child is engaged in safe, meaningful and educational activities throughout the day and year. And for teachers, it means less remediation, more time to focus on new material, and consistently engaged students.”



Whitaker, W. (2023, April 10). [Analysis: Why more than 2,000 schools are now offering longer days and longer school years](#)

# What Extended Calendar Represents

Not:

- A symbolic structural change
- A simple calendar extension

Instead:

- Reduced long breaks
- Increased instructional continuity
- Additional guided practice cycles
- Embedded intervention time
- Teacher collaboration protection



# What Research Says

Increased time alone does NOT guarantee improvement

- ✓ Positive effects occur when time is intentionally redesigned
- ✓ Strongest impacts in math and early literacy
- ✓ Leadership and instructional coherence drive results

Time is a lever.  
Instruction is the engine.



# Equity Case for Extended Calendar

- Students with limited summer enrichment experience the largest losses
- Access to academic language declines during long breaks
- Extended time functions as an equity strategy

This is not a calendar conversation.  
It is an opportunity gap conversation.



# Proposed Overview

- The School year would start mid June.
- “Term 0” runs from mid June to mid July (**23 days**) with a focus on English Language Arts (ELA) and math instruction.
- These additional days are part of the **academic calendar**.
- **All students would be invited to attend Term 0.** Families who do not wish to participate would not initially be required to participate and may request support to enroll in another school that follows the traditional school calendar.
- This would be a 3- year pilot.



**Term  
3**

**Term  
4**

**SUMMER**

**Term  
1**

**Term  
2**

**Term 0**

*All students attend  
shortened school day  
focused on key skills*

May 2026				
				1 TCD
4	5	6	7	8 P
11	12	13	14	15 P
18	19	20	21	22 P
25 Memorial Day	26	27	28	29 P School Ends

June 2026				
	2 <b>Summer Break</b>	3	4	5
8 TCD	9 <b>Summer Break</b>	10 TCD	11 TCD	12 TCD
15 Juneteenth	16 <b>1</b>	17 <b>2</b>	18 <b>3</b>	19 <b>4</b>
22 <b>5</b>	23 <b>6</b>	24 <b>7</b>	25 <b>8</b>	26 <b>9</b>
29 <b>10</b>	30 <b>11</b>			

July 2026				
		1 <b>12</b>	2 <b>13</b>	3 Independence Day
6 <b>14</b>	7 <b>15</b>	8 <b>16</b>	9 <b>17</b>	10 <b>18</b>
13 <b>19</b>	14 <b>20</b>	15 <b>21</b>	16 <b>22</b>	17 <b>23</b>
20	21 <b>Summer Break</b>	22 <b>Summer Break</b>	23 <b>Summer Break</b>	24 Pioneer Day
27	28 <b>Summer Break</b>	29 <b>Summer Break</b>	30 <b>Summer Break</b>	31

August 2026				
3 LEG	4 <b>Summer Break</b>	5 TCD	6 TCD	7 TCD
10 TCD	11 LEG	12 Term 1 Begins	13	14 P
17	18	19	20	21 P
24	25	26	27	28 P
31				

September 2026				
	1	2	3	4
7 Labor Day	8	9	10	11
14 SR	15 SR	16 SE	17 SR	18 SR
21	22	23	24	25
28				

October 2026				
	1	2 P	3	4
	8	9 P	10	11
	15 Fall Break	16 Fall Break	17 Fall Break	18 Fall Break
	19	20	21	22
				23 P
				30 P

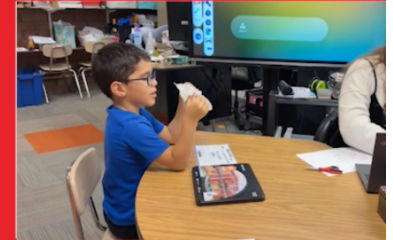
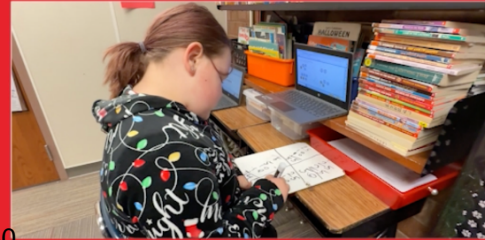
**23 Additional School Days**

**Still 5½ Weeks of Summer Break**

Term 0

MONDAY – FRIDAY

9 AM to 1 PM



# What Will Make Plymouth Successful (The Five Conditions)

Leadership (Shared Leadership)

Culture

Instruction

Structures

Family Engagement



# Leadership: Capacity Matters

"To date, we have not found a single case of a school improving its student achievement record in the absence of talented leadership."

Louis, K., Leithwood, K., Wahlstrom, L., & Anderson, & Anderson, S. E. (2010). Learning from leadership: Investigating the links to improving student learning. Wallace Foundation.

Instructional Vision

Coaching Systems

Monitoring of impact

Shared Leadership



# Culture: Time Amplifies What Already Exists

Additional days will:

- Amplify strong culture
- Expose weak culture



Therefore:  
Collective efficacy and trust must precede effective improvement efforts.



# Instruction: The Real Lever

Additional time must include:

- Explicit instruction
- Multiple guided practice cycles
- Formative assessment loops
- Data-informed adjustments

Without this:  
210 days = 180 days  
stretched thinner



# Structures: Redesign, Not Addition

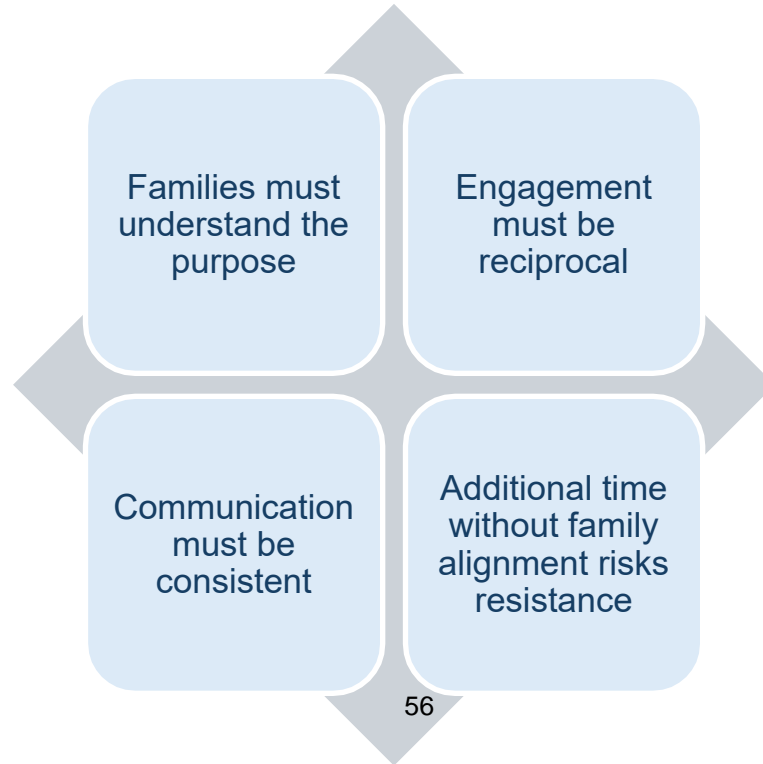
## Necessary shifts:

- Protected teacher collaboration time
- Intervention and enrichment blocks
- Assessment alignment
- Clear pacing maps



Structural change must serve instructional improvement.

# Family Engagement



# What This Is NOT

Not a mandate  
for all schools

Not immediate  
district-wide  
expansion

Not a cost-  
blind decision

Not an  
academic  
silver bullet



# Cost Considerations



Major cost categories:

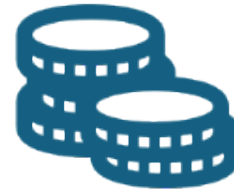
Teacher compensation

Operational costs

Transportation

Food services

Utilities



What funding model makes this sustainable?



# How We Will Measure Success

## Leading

- Attendance
- Intervention responsiveness
- Teacher retention
- Family Satisfaction

## Lagging

- Literacy growth (K-3)
- Math proficiency growth
- Achievement gap reduction



# Risks If Done Poorly



Teacher burnout



Increased costs without returns



Calendar fatigue



Community resistance

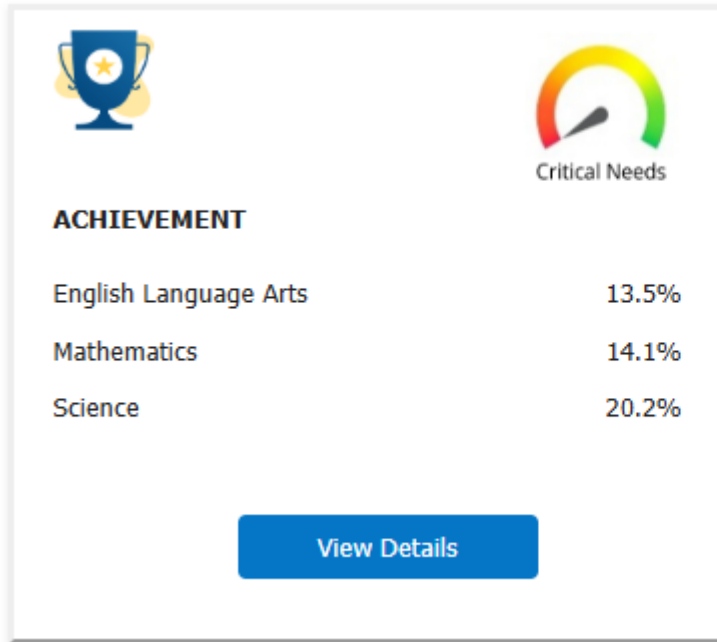
This reinforces: Design quality<sup>60</sup> determines outcome.



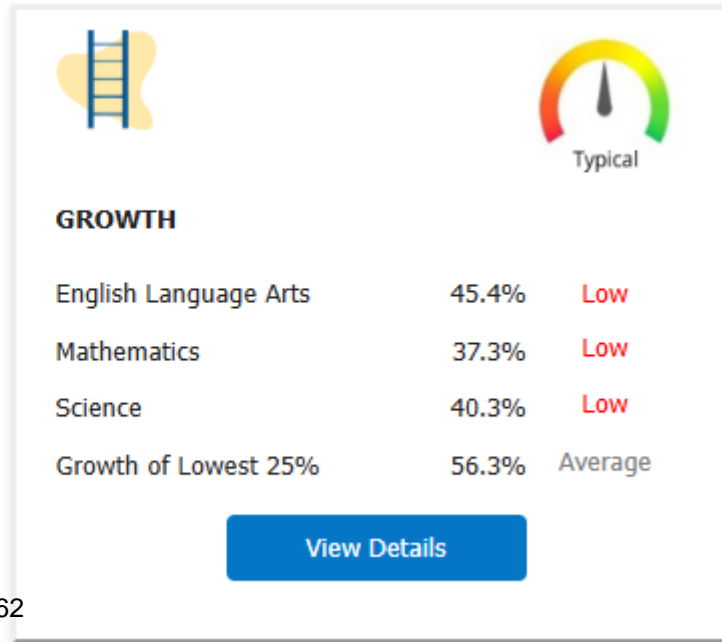
**Why?**

# Plymouth Elementary - Current Reality

## Utah's Accountability - RISE Results 2025



62



# Potential Benefits



- **Academic**  
Reduced summer learning loss; more time for intervention/enrichment
- **Behavioral**  
More consistent structure supports Social Emotional Learning and positive behavior
- **Cultural**  
Opportunity to rebuild and reset school climate
- **Professional**  
More Professional Learning and coaching time; deeper collaboration
- **Community**  
Ongoing engagement; improved childcare and nutrition access



# Challenges & Strategies



- **Teacher & Student Burnout**

Burnout will be minimized by preserving 5.5 weeks (3 for teachers) of summer vacation and by maintaining a shortened daily schedule of 9:00 AM to 1:00 PM.

- **Operational Costs**

Costs will be supported by legislated grants and Title I funding.

- **Summer Expectations & Extracurricular Conflicts**

As is the case with absences during Terms 1-4, the Plymouth staff will work with families to excuse absences for appropriate needs during Term 0.

- **Diminished Returns Unless Time Is Used Effectively**

Plymouth teachers will be granted planning, collaboration, and professional development time to maximize effectiveness.



# Questions

