

2026-2027 School year					
PRIORITY 1 - Aligned Tier 1 Instruction, Targeted Student Support (MTSS), and Academic Assurance	How do we measure success?	PRIORITY 2 - Highly Engaging, Student-Centered Core Instruction	How do we measure success?	PRIORITY 3 - Coaching, Collective Efficacy, and Professional Culture	How do we measure success?
Year 1: Build the Academic Framework (2026–2027)		Year 1: Define Active Learning Expectations (2026–2027)		Year 1: Build Trust and Define the Coaching Culture (2026–2027)	
District Actions		District Actions		District Actions	
Finalize a district instructional framework that clearly defines effective Tier 1 instruction.		Develop a district Active Learning Framework describing what high-engagement instruction looks like in North Sanpete classrooms.		Develop a district coaching framework that clearly separates coaching from evaluation.	
Review and update K–12 essential core standards for ELA, math, science, and social studies.		Create common walkthrough indicators for student engagement, discourse, ownership, and cognitive demand.		Define the role of principals, instructional coaches, teacher leaders, student support team, and PLC facilitators.	
Identify districtwide instructional non-negotiables tied to standards alignment and evidence-based practice.		Audit current instructional practices, technology use, digital programs, and passive learning modules.		Establish coaching confidentiality expectations and communication norms.	
Refine the district Targeted Student Support handbook with common expectations for Tier 1, Tier 2, and Tier 3.		Identify district instructional non-negotiables related to active learning.			
Audit current screening tools, intervention systems, assessment practices, and grading/reporting structures.				Administer baseline surveys on:	
Establish district benchmark calendars, universal screening windows, and data review protocols.				Collective teacher efficacy, staff trust and collaboration, coaching perceptions, burnout / wellness indicators	
Define district transition-point proficiency expectations (for example: end of K, grade 3, grade 6, grade 8, and graduation readiness indicators).				Develop a district “One Team” professional culture framework aligned to collaboration, trust, and continuous improvement.	
School Actions		School Actions		School Actions	
Refine school Targeted Student Support / student support teams.		Train principals and instructional coaches to use a common engagement walkthrough tool.		Form or refine leadership teams that include teacher voice.	
Train principals and instructional coaches in the district’s Targeted Student Support and Tier 1 expectations.		Establish school baseline engagement data.		Communicate coaching expectations as support for all, not remediation for a few.	
Review school schedules, intervention blocks, and PLC structures to ensure they support Tier 1 and intervention.		Introduce active learning expectations to staff.		Identify early teacher leaders and early coaching participants.	
Establish building-level data review cycles.				Review staff workload concerns and barriers to collaboration.	
Teacher / PLC Actions		Teacher Actions		Teacher Actions	
Review and update K-12 essential core standards into clear learning targets and success criteria.		Reflect on current instructional practices and student engagement patterns.		Learn the district coaching cycle and how it supports growth.	
Begin aligning common formative assessments to priority standards.		Begin using simple engagement strategies consistently (partner talk, checks for understanding, discussion routines, collaborative problem solving).		Participate in introductory coaching and collaborative reflection opportunities.	
Use PLC time to review benchmark data, identify students not responding to Tier 1, and plan instructional adjustments.				Provide feedback on coaching supports and professional culture needs.	
End-of-Year Benchmarks		End-of-Year Benchmarks		End-of-Year Benchmarks	
K-12 essential core standards updated and refined in all core areas		Active Learning Framework adopted districtwide		District coaching framework adopted	
District Targeted Student Support handbook and assessment calendar in place		Baseline engagement walkthrough data collected		Baseline efficacy, trust, and burnout data collected	
Baseline Tier 1 benchmark data collected		Districtwide list of passive “time-filling” practices identified for replacement		Staff clearly understand coaching as non-evaluative professional support	
Baseline Targeted Student Support fidelity data collected in every school					