

**Date:** July 9, 2024

**To:** Salt Lake City School District Board of Education  
Superintendent Grant

**From:** Dr. Sandra V. Buendia, Executive Director of Educational Equity and  
Student Support, and Superintendent Elizabeth Grant

**Subject:** Updated Strategic Plan for Student Achievement

**Summary:** In our June 18th Board meeting, we presented recommended updates to the Strategic Plan for Student Achievement. Each pillar lead shared the changes and explained that they were made in order to adjust goals to meet new activities underway, to alter timelines to better match available capacity and need, and to change or remove actions that are no longer necessary to support goal achievement. In addition, there were multiple additions of new metrics to be used to evaluate growth and success.

Attached for your review and approval is a clean version of the updated Strategic Plan for Student Achievement and a redline version that notes changes.

**Requested Board action:**

Approval of the 2024-25 updated SLCS D Strategic Plan for Student Achievement.

**Attachments:** Updated Strategic Plan for Student Achievement -- one clean version and one redlined version.



**SALT LAKE CITY**  
SCHOOL DISTRICT

**Strategic Plan for  
Student Achievement  
2024-2029**

## Contents

Salt Lake City School District .....	5
Mission Statement .....	5
Vision Statement.....	5
Core Values .....	5
Tenets.....	5
Coherent Educational Improvement School System .....	6
PILLARS of STUDENT ACHIEVEMENT .....	8
PILLAR: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT.....	9
<b>Goal 1: Equitable Access and Inclusion</b> .....	10
Salt Lake City School District will ensure unobstructed entrance into, involvement, and full engagement of all learners in school programs and activities. ....	10
<b>Goal 2: Equitable Treatment</b> .....	13
Salt Lake City School District will encourage individuals to interact in ways that are accepting, valuing, respectful, supportive, safe, and secure, resulting in students feeling confident in their pursuit of learning. without fear of threat, humiliation, danger, or disregard. ....	13
PILLAR: STUDENT ACHIEVEMENT / PREK-12/TRANSITION .....	15
<b>Goal 1: Civic Competency and Communication</b> .....	16
Salt Lake City School District will provide students educational experiences that help them to develop into thoughtful, well-rounded, and civic ready members of society equipping students with the knowledge and skills to make thoughtful decisions as positive and contributing members of society. ....	16
<b>Goal 2: Academic Success</b> .....	17
Salt Lake City School District will increase opportunities and address achievement gaps using district-approved materials, technology, and resources to teach Utah Core Standards on grade level with continuity and fidelity between schools and grade levels. ....	17

<b>Goal 3: Access to Expanded Learning Opportunities</b> .....	23
Salt Lake City School District will broaden our students' academic skills, knowledge, and social and emotional capacity in ways that connect school learning to real-world experiences. ....	23
<b>PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION</b> .....	28
<b>Goal 1: Family Partnerships and Engagement in Education</b> .....	29
Salt Lake City School District will ensure all families are valued, respected, and are treated as equal partners in designing the educational experiences of their children.....	29
<b>Goal 2: Community Partnerships</b> .....	30
Salt Lake City School District will build and nurture relationships with community partners to elevate our students and family academic achievement. The Salt Lake City School District values community members, leaders, and business partners. ....	30
<b>Goal 3: Public Perception and Connections</b> .....	31
Salt Lake City School District will maintain positive relationships with students, families, community members, elected officials, and community leaders; elevate the public’s perception of our school district as a valuable partner and as a team of influential educational experts; and building trust in the transparency and integrity of our systems. ....	31
<b>PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY</b> .....	33
<b>Goal 1: Safe and Efficient Facilities</b> .....	34
Salt Lake City School District will provide schools that are safe, secure, and welcoming. This encompasses effective designs to ensure there are secure entrances and warm and inviting interiors. The district creates spaces to encourage collaboration and facilitate instruction based on best practices.....	34
<b>Goal 2: Highly Qualified Staff</b> .....	37
Salt Lake City School District will staff our schools with well-trained and capable employees ready to provide exemplary learning environments for all students and responsive to evolving district needs. ....	37
<b>Goal 3: Student Conduct &amp; Discipline Process</b> .....	39
Salt Lake City School District will ensure consistent and timely responses to student conduct and discipline issues, prioritizing prevention, support, and safety for all students.....	39

SUPPORT SYSTEMS.....	42
POLICY AND LEGAL SERVICES.....	43
RESEARCH AND EVALUATION .....	43
TECHNOLOGY AND INSTRUCTIONAL TECHNOLOGY .....	44
BUDGET AND FINANCE .....	44
Glossary of Acronyms and Terms .....	45
Acknowledgement of Committee Members .....	46
Educational Equity, Access, and Student Support Committee .....	46
Student Achievement: PreK-12 Transition Committee .....	47
Family-School and Community Partnerships and Communication Committee .....	48
Learning Environments, Stewardship, and Sustainability Committee.....	48
Acknowledgement of Strategic Plan Advisory Council Members.....	49

# Salt Lake City School District

The Salt Lake City School District (SLCSD) is committed to providing an excellent educational experience for the students and families in our urban setting. The district has more than 20,000 students, 1,000 teachers, and 40 schools, united by one goal: excellence and equity for every student. We are a vibrant and diverse district with students and families from all over the world, speaking over 80 languages and bringing their unique lived experiences to our classrooms. The district strives to provide our students with the skills they need to graduate ready for post-secondary settings, college, career and life.

## Mission Statement

Salt Lake City School District cultivates a love of learning in a diverse and inclusive school community, committed to educational excellence and integrity. In collaboration with families and community, we hold high expectations for all students, respond effectively to individual needs, and provide a safe, healthy environment in which every student can learn the academic, problem-solving, and social skills required for success in college, career, and life.

## Vision Statement

Excellence and Equity: every student, every classroom, every day

## Core Values

- Equity
- Inclusion
- Transparency
- Sustainability

## Tenets

- Provide students with access to grade level Utah Core Standards.
- Develop coherence and excellence in instruction and assessment through professional collaboration.
- Provide welcoming, inclusive, culturally affirming, and safe learning environments for all students.
- Establish a district-wide culture of continuous improvement.

# Coherent Educational Improvement School System

The National Center for Urban School Transformation identifies high-performing urban school districts as those who have coherent educational improvement school systems. “Coherent educational improvement school systems help develop, sustain, and grow culture, curricula, and instruction needed to generate excellent and equitable learning.” (Leadership in America’s Best Urban Schools, 2017). Coherent educational improvement systems focus on:

- Positive and powerful relationships
- Challenging and rigorous curricula
- Engaging and effective instruction
- A culture of continuous improvement

SLCSD’s Strategic Plan for Student Achievement (Strategic Plan) is focused on our collective responsibility to meet the needs of the whole child—academic, social, emotional, and physical needs. As such, we recognize that continuous improvement is an iterative process that allows us to make modifications along the way to better meet students’ needs and provide wrap-around services. To facilitate this process, a SLCSD Strategic Plan Steering Committee will be formed to monitor the implementation of the Strategic Plan, reflect on its effectiveness, and make modifications as needed annually. Following this approach will ensure our Strategic Plan drives continuous improvement through action plans that can be modified as needed and focused on creating a district-wide coherent educational improvement school system.





# **PILLARS of STUDENT ACHIEVEMENT**

Educational Equity, Access, and Student Support

Student Achievement PreK-12/Transition

Family-School and Community Partnerships and Communication

Learning Environments, Stewardship, and Sustainability

**PILLAR:  
EDUCATIONAL EQUITY, ACCESS, AND STUDENT  
SUPPORT**

# PILLAR: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT

## Goal 1: Equitable Access and Inclusion

Salt Lake City School District will ensure unobstructed entrance into, involvement, and full engagement of all learners in school programs and activities.

**Objective 1: Students will access appropriate and effective programs and activities by eliminating barriers that obstruct their access.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
<p>1. Implement educational opportunity audits regularly for the purpose of:</p> <ul style="list-style-type: none"> <li>a. reviewing student data during Professional Learning Community (PLC) meetings, School Improvement Council (SIC) meetings, and School Community Council (SCC) meetings;</li> <li>b. writing school improvement plans; and</li> <li>c. guiding school improvement initiatives.</li> </ul>	<p>2025-26</p>	<p>The achievement gap between subgroups will be narrowed to a 10%-point difference between the highest and lowest proficiency rate.</p>	<p>Subgroup analysis of:</p> <p>Pathway Indicator 2A</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade students read and write on grade level.</li> </ul> <p>Pathway Indicator 4A</p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> grade students are on grade level in English/Language Arts, Math, and Science.</li> </ul> <p>Pathway Indicator 5A</p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> grade students are on grade level in English, Math, Reading, and Science.</li> </ul> <p>Pathway Indicator 6A</p> <ul style="list-style-type: none"> <li>• Students are academically on track by the end of 11<sup>th</sup> grade.</li> </ul>

<p>2. Design master schedules to increase balance between core classes and electives so all students receive an education that creates opportunities.</p>	<p>2024-25</p>	<p>Elementary students will have scheduled time for learning in all core areas (ELA, Math, Social Studies, Science, Fine Arts, and PE).</p> <p>Secondary students in grades 7-10 will have 50% of their course schedule dedicated to elective/enrichment classes.</p>	<p>Elementary school schedules</p> <p>Random sampling of 7<sup>th</sup> - 10<sup>th</sup> grade student schedules</p> <ul style="list-style-type: none"> <li>• 10 per school</li> </ul>
<p>3. Ensure parents and students are involved in co-designing their Individual Learning Plan (K-6) or Career/College Readiness Plan (7-12) to prepare for and enroll in advanced academic courses.</p>	<p>2026-27</p>	<p>Every student and their parent will attend at least one CCR by the end of their junior year.</p> <p>90% of high school students will meet one of the following criteria by the end of their 11<sup>th</sup> grade year:</p> <ul style="list-style-type: none"> <li>• Earned at least one full credit in AP, IB or concurrent enrollment course.</li> <li>• Earned at least two CTE credits.</li> <li>• Earned a composite score of 21 or higher on the ACT.</li> </ul>	<p>Pathway Indicator 5C and 6C</p>
<p>4. Schedule quarterly transition activities to support students and families in the transition from Pre-Kindergarten to Kindergarten; Elementary School to Middle School; and Middle School to High School.</p>	<p>2025-26</p>	<p>At least 80% of incoming students will participate in transition activities.</p>	<p>School Transition Activity Report</p>

**Objective 2: Schools will provide opportunities for students to fully engage in appropriate and effective programs and activities through the elimination of barriers.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Provide elementary students with enrichment experiences every year.	2025-26	Elementary students will have at least one enrichment activity per quarter.	School Enrichment Activity Report
2. Administer the Self-Assessment of <a href="#">Multi-tiered System of Supports (MTSS)</a> every two years to measure fidelity of MTSS implementation.	2024-25	Self-assessment of Multi-tiered System of Supports (SAM) total scores will increase: <ul style="list-style-type: none"> <li>• 2025: 35% of schools will score a 2.0+</li> <li>• 2027: 45% will score a 2.0+</li> <li>• 2029: 55% will score a 2.0+</li> </ul>	SAM
3. Build consistent districtwide implementation of <a href="#">Positive Behavior Intervention Systems (PBIS)</a> .	2024-25	90% of schools will report a score of 18+ on PBIS self-assessment. <ul style="list-style-type: none"> <li>• 2025: 55% scoring 18+</li> <li>• 2026: 65% scoring 18+</li> <li>• 2027: 75% scoring 18+</li> <li>• 2028: 85% scoring 18+</li> </ul>	PBIS Self-evaluation tool
4. Support district-wide implementation of student services council (SSC) best practices	2024-2025	Increased and consistent delivery and documentation of academic and behavioral interventions.	PowerSchool Unified Insights Interventions Report

# PILLAR: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT

## Goal 2: Equitable Treatment

Salt Lake City School District will encourage individuals to interact in ways that are accepting, valuing, respectful, supportive, safe, and secure, resulting in students feeling confident in their pursuit of learning. without fear of threat, humiliation, danger, or disregard.

**Objective 1: Students will experience excellent and equitable learning environments by having the following student needs: basic, physical health, mental health, safety, and belonging.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Implement the three SEL signature practices consistently and districtwide.	2023-24	Increased sense of belonging by students.	SEL walk-throughs Student stakeholder survey
2. Implement <a href="#">trauma-informed practices</a> consistently and districtwide.	2023-24	Increase in sense of belonging by students and sense of having access to school programs and activities.	Student Stakeholder Survey Pathway Indicator 6C <ul style="list-style-type: none"> <li>11<sup>th</sup> grade students prepare for post-secondary school or training.</li> </ul>
3. Provide students and employees with anti-harassment and hate-free learning environments.	2023-24	Decrease the number of incidents related to bullying and harassment.	United Insights Behavior Report
4. Create mental health teams in every school to help monitor students' needs and coordinate wrap-around services.	2024-25	Increased and timely access to mental health services by students.	Increase in social workers. SHARP Survey Mental Health Services Report
5. Provide direct district nursing services to students to promote wellness and safety.	2026-27	Increased direct nursing services including insulin, g-feeds, catheterization, etc.	Increase in nurses. Health Services Report

		<p>Increased preventative nursing services including immunizations, flu vaccine, vision health, maturation, bloodborne pathogens etc.</p> <p>Increased health care coordination with parents, students, teachers, and community health providers.</p>	
<p>6. Provide students with access to district social work services necessary for crisis response, suicide prevention, anxiety, depression, coping skills, grief, racism, and community healing after a tragic event to promote student wellness and safety.</p>	<p>2026-27</p>	<p>Decreased negative mental health symptoms in students.</p> <p>Increased parent support for mental well-being reinforcement at home.</p> <p>Increased parent support to access community mental health supports.</p>	<p>Increase in social workers.</p> <p>SHARP Survey</p>

**PILLAR:  
STUDENT ACHIEVEMENT /  
PREK-12/TRANSITION**



# PILLAR: STUDENT ACHIEVEMENT PREK-12/TRANSITION

## Goal 1: Civic Competency and Communication

Salt Lake City School District will provide students educational experiences that help them to develop into thoughtful, well-rounded, and civic ready members of society equipping students with the knowledge and skills to make thoughtful decisions as positive and contributing members of society.

### Objective 1: Students will develop and demonstrate civic awareness and competencies.

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Engage students in a range of learning experiences that cultivate civic knowledge, skills, and dispositions by providing opportunities to participate in developmentally appropriate civic learning experiences that nurture the civic knowledge, ideals, and practices of our democratic society.	2023-24	Students will interact with and communicate with others in a way that demonstrates empathy and respect towards diverse perspectives and experiences.  50% of students will be recognized at graduation with a Seal of Civic Readiness.	Completion of the Seal of Civic Readiness Toolkit and Canvas course.  Number of students completing the SCR beginning in 2025-26.

# PILLAR: STUDENT ACHIEVEMENT PREK-12/TRANSITION

## Goal 2: Academic Success

Salt Lake City School District will increase opportunities and address achievement gaps using district-approved materials, technology, and resources to teach Utah Core Standards on grade level with continuity and fidelity between schools and grade levels.

### Objective 1: Students will demonstrate increased academic conversation and literacy development to support content understanding through speaking and listening.

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
<ol style="list-style-type: none"> <li>1. Engage students in productive academic conversation for at least 50% of time in class.</li> <li>2. In performance-based classes (e.g., music, PE, etc.) students will engage in structured practice at least 70% of the time.</li> </ol>	2023-24	<p>Teachers will be observed incorporating structured academic conversation for students in all content areas.</p> <p>Students will be engaged in peer-to-peer speaking and listening throughout their school day.</p>	<p>Observation data collected by administrators in classroom visits and documented in Kick Up.</p> <p>Administrators will observe for data to support teacher professional goal centered on academic conversation and/or structured practice.</p>

**Objective 2: Students will increase grade level proficiency in reading based on the Utah Core Standards or Utah Dynamic Learning Maps.**

<b>ACTION STEPS</b>	<b>IMPLEMENTATION YEAR</b>	<b>OUTCOMES BY 2029</b>	<b>METRICS</b>
<ol style="list-style-type: none"> <li>1. Ensure students have access to high quality, appropriate, grade-level literacy instruction based on the science of reading.</li> <li>2. Demonstrate on school schedules the time allocated for language development in elementary school.</li> </ol>	<p>2023-24</p>	<p>65% of students will increase reading proficiency on grade level.</p> <p>65% of students will make at least one year’s worth of growth based on their student growth target (SGT) (scaled score, MGP).</p> <p>65% of students with a significant cognitive disability will make adequate progress in reading.</p>	<p>Measured by end-of-year Acadience or NWEA Map assessments.</p> <p>Measured by end-of-year assessment.</p> <p>Measured by their IEP goals (collected in Term 4) and/or as measured by the end-of-year Dynamic Learning Maps assessment (grades 3-12).</p>

**Objective 3: Students will increase grade level proficiency in math for all students based on the Utah Core Standards or Utah Essential Elements Standards.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
<ol style="list-style-type: none"> <li>1. Ensure students have access to high quality, appropriate, and grade-level mathematics instruction.</li> <li>2. Demonstrate on school schedules the time allocated for math instruction in elementary school.</li> </ol>	<p>2023-24</p>	<p>65% of students will increase math proficiency on grade level.</p> <p>65% of students will make at least one year’s worth of growth based on their student growth target (SGT) (scaled score, MGP).</p> <p>65% of students with a significant cognitive disability will make adequate progress in math.</p>	<p>Measured by end-of-year Acadience assessments.</p> <p>Measured by end-of-year assessment.</p> <p>Measured by their IEP goals (collected in Term 4) and/or as measured by the end-of-year Dynamic Learning Maps assessment (grades 3-12).</p>

**Objective 4: Students will increase grade level proficiency in science for all students based on the Utah Core Standards or Utah Essential Elements Standards.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
<ol style="list-style-type: none"> <li>1. Ensure students access high quality, appropriate, and grade-level science instruction.</li> <li>2. Demonstrate time scheduled for science instruction in elementary school schedules.</li> </ol>	<p>2023-24</p>	<p>65% of students will increase science proficiency at grade level.</p> <p>65% of students will make at least one year’s worth of growth based on their student growth target (SGT) (scaled score, MGP).</p> <p>65% of students with a significant cognitive disability will make adequate progress in science assessment (grades 4-12).</p>	<p>Measured by district assessments (exit tickets, performance expectation rubrics)</p> <p>Measured by end-of-year assessment.</p> <p>Time on elementary school schedules.</p> <p>Measured by their IEP goals (collected in Term 4) and/or as measured by the end-of-year Dynamic Learning Maps assessment (grades 3-12).</p>

**Objective 5: Students who are English Language Learners (ELL) will increase English proficiency and be prepared to exit the ELD program on target.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Ensure all ELL students have appropriate English Language Development (ELD) classes, instructional time, or Individual Language Plans (ILP) to support their English language proficiency.	2024-25	All schools will be in full compliance with Federal and district requirements for ELLs.	Review of data over all schools, including WIDA administration, course registration in PowerSchool, monitoring in Ellevation, etc.
2. Provide ELL students with access to high quality and appropriate ELD instruction that promotes English proficiency in listening, speaking, reading, and writing.	2023-24	65% of MLLs will demonstrate appropriate growth each year.  Within five years of entry, 65% of ELLs will reach English proficiency.  65% of MLL students with significant cognitive delays will make appropriate progress on their language goals.	Determined by the WIDA Access.  Measured by their WIDA Access scores and exit to monitoring.  Measured by their IEP goals (collected in Term 4).
3. Ensure ELLs access grade level core content.	2023-24	65% of ELLs will demonstrate content class proficiency.	Measured by end-of-level assessments.

**Objective 6: Students and teachers will increase their knowledge, skills, and understanding of technology integration in instruction and learning.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
<ol style="list-style-type: none"> <li>1. Provide ongoing support in using technology (hardware, software, and resources) in ways that enhance learning and develop skills needed for ongoing success in each content area.</li> <li>2. Provide continued professional development and support in the use of consistent learning management tools (LMS) in all grades and schools.</li> </ol>	2023-24	<p>Teachers will demonstrate instruction that enhances instruction, including assistive or adaptive technology.</p> <p>Students will demonstrate ethical uses of technology to communicate, research, evaluate, and use information.</p> <p>Students, parents, and teachers will access the district LMS for learning and communication of expectations and results.</p>	<p>Number of participating teachers in digital teaching learning opportunities.</p> <p>Teacher librarians providing instruction each year in information literacy.</p> <p>Number of Canvas users (students and teachers) throughout the district.</p>

# PILLAR: STUDENT ACHIEVEMENT PREK-12/TRANSITION

## Goal 3: Access to Expanded Learning Opportunities

Salt Lake City School District will broaden our students' academic skills, knowledge, and social and emotional capacity in ways that connect school learning to real-world experiences.

### Objective 1: PreK (Early Childhood) students will increase school readiness skills to support the transition into kindergarten.

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Provide an early childhood program at all elementary schools, including increased options for collaborative classrooms.	2026-27	<p>50% of students at Title I schools entering kindergarten or 1<sup>st</sup> grade will have attended a high-quality preschool program within the district between the ages of 3-5.</p> <p>Students will have more options for collaborative classrooms and other services for students with IEPs</p>	<p>Number of schools with programs</p> <p>Number of classrooms at schools</p> <p>Number of collaborative and supported classrooms</p>
2. Ensure students entering Kinder programs from district early childhood programs will demonstrate kindergarten readiness.	2023-24	65% of students will demonstrate readiness using the following measures:	<p>PEEP/PEEP Exit demonstrating kinder ready</p> <p>KEEP+ Entrance</p> <p>Making appropriate progress on IEP goals when identified as SpEd</p> <p>SpEd Assessment</p> <p>TS Gold monitoring</p>



3. Increase Early Childhood staff retention and expertise.	2024-25	Provide an advanced certification pathway for Early Childhood instructors in Early Childhood Development.	Number of instructors completing an AA degree in Early Childhood Development
4. Align PreK with district K-12 key strategic curriculum outcomes in content areas.	2024-25	Align PreK curriculum and instruction with K-12 district adopted materials.  Provide coaching and support in math, science/STEM, and literacy.  Offer professional learning to support Early Childhood general and SpEd instructors in core content areas.	Review of lesson plans and classroom materials for alignment  Calendar of coaching and professional learning opportunities
5. Relaunch Parents and Teachers (PAT) birth-3 program with sufficient staff and support, including additional training and certification for instructors.	2025-26	Increased family-school connection based on home visits and community engagement activities included in the PAT program.	Number of PAT program classes offered in the district

**Objective 2: Students will access innovative learning inside the school building and place-based learning in the community and have opportunities to demonstrate their learning and skills in multiple ways.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
<p>1. Support teachers in developing pedagogy and accessing appropriate resources to support place-based learning and other experience-based or inquiry learning opportunities.</p>	<p>2023-24</p>	<p>Teachers will engage in learning experiences that support them in applying their knowledge and skills in a variety of contexts to effectively communicate their learning and inspires further inquiry.</p>	<p>Number of teachers participating in place-based learning opportunities and professional development.</p>
<p>2. Provide opportunities for students to participate performance-based learning.</p> <p>3. Provide PreK-12 students with access to Science, Technology, Engineering, and Math (STEM) activities that promote connections to post-graduation college and career choices, including place-based learning opportunities.</p>	<p>2026-27</p>	<p>Students in all schools will have opportunities to publicly share their learning with the school and the community.</p> <p>Students will participate in one place-based learning or other performance-based learning opportunity per class per semester.</p> <p>100% of students will participate in place-based STEM activities at least once per semester.</p>	<p>Number of opportunities to participate in learning opportunities demonstrating real-life learning in places outside of the classroom.</p> <p>Number of STEM activities offered at sites and number of students participating.</p> <p>All students in grades K-6 will have multiple opportunities to create and present artistic performances or artifacts.</p> <p>All students in grades 7-12 will take at least the minimum number of fine arts credits and performance or display</p>

			their work.
--	--	--	-------------

**Objective 3: Middle and high school students will be prepared to identify and opt into areas of interest in early college and career coursework and demonstration post-high school preparation.**

<b>ACTION STEPS</b>	<b>IMPLEMENTATION YEAR</b>	<b>OUTCOMES BY 2029</b>	<b>METRICS</b>
1. Increase middle school students' access to rigorous courses in preparation for advanced academic courses in high school.	2024-25	<p>Consistent districtwide middle school programming for advanced academics that provides student choice without barriers for enrollment.</p> <p>Demographics in secondary advanced academic classes will match the demographic composition of the school.</p>	Reviews of school catalogs, course taking patterns, and demographic data.
2. Increase all high school students' access to Advanced Placement, International Baccalaureate, concurrent enrollment (CE), and/or career and technical education (CTE) pathway courses.	2023-24	By the end of grade 11, 65% of students will be prepared for post-secondary opportunities by completing one credit of Advanced Placement, International Baccalaureate, or concurrent enrollment coursework, or two credits of CTE coursework.	<p>Review of course taking data.</p> <p>Baseline 2022-23 at 45% and 63%, not including CE*</p>

**PILLAR:  
FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS  
AND COMMUNICATION**

# PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION

## Goal 1: Family Partnerships and Engagement in Education

Salt Lake City School District will ensure all families are valued, respected, and are treated as equal partners in designing the educational experiences of their children.

**Objective 1: Parents will experience meaningful school interactions and increased involvement as a result of improved family and school partnerships.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Implement the SLCSO Family-School Partnership (FSP) Model	2025-26	80% of schools will have implemented the SLCSO Family-School Partnership Model with fidelity.  Increase in parent representation in school leadership roles, such as school community councils.	Parent Stakeholder Survey
2. Create Family-School Partnership Teams.	2025-26	90% of schools will engage the FSP Teams to design family engagement activities.	Parent Stakeholder Survey
3. Create parent resource centers that are available to parents during and after school hours.	2026-27	Increase in parent presence in schools with a dedicated space for collaboration and student/family support.	Accountability Report  Parent attendance logs

# PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION

## Goal 2: Community Partnerships

Salt Lake City School District will build and nurture relationships with community partners to elevate our students and family academic achievement. The Salt Lake City School District values community members, leaders, and business partners.

### Objective 1: Students and families will be provided with the critical resources needed for students to focus on learning.

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Identify and collaborate with business and community organizations within district boundaries.	2023-25	Increased number of business and community partnerships with the district.	Number of collaboration and partnership agreements completed.
2. Streamline families' access to medical, dental, and mental health services.	2023-25	Increase in utilization of resources that reduce absenteeism, prevent illnesses, and improve family health.	Dental preventative care report Vision exam report Clinic utilization report.
3. Increase awareness of healthcare opportunities for families at each Community Learning Center.	2023-25	Increased family attendance at health fairs and Community Learning Centers.	Marketing materials in multiple languages.  Increased the number of health fairs with community partners by 10%.  Parent participation log
4. Ensure schools know and use the resources of volunteer programs and other services available through the Development Office and its partners.	2023-25	Increased collaboration with families, business partners, and community volunteers.	Under Development  Parent and Community Survey

# PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION

## Goal 3: Public Perception and Connections

Salt Lake City School District will maintain positive relationships with students, families, community members, elected officials, and community leaders; elevate the public’s perception of our school district as a valuable partner and as a team of influential educational experts; and building trust in the transparency and integrity of our systems.

**Objective 1: Students, families, and community members will feel more connected and informed about district programs, achievements, and operations.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Use results from survey of likely Salt Lake Voters recently conducted by Y2 Analytics to set messaging goals for the coming year and beyond.	2023-24	<p>The Communications and Community Relations Division will use results from a survey and focus groups conducted by Y2 Analytics in the Spring of 2024 to create a plan for communication, marketing, and public perception improvement efforts. While the Y2 Analytics work focused only on likely Salt Lake City voters, it is likely that many of the messaging concerns reflected in the survey extend to the general Salt Lake City/district community.</p> <p>Stakeholders will report increased trust in the district as evidenced by subsequent stakeholder feedback.</p>	A survey may be conducted in 2029 to measure community sentiment and attitudes towards the district.
2. Develop a strategic approach to highlight employee and student achievements.	2023-24	Increased number of published stories and media posts about	Under development



		<p>positive accomplishments of district employees and students.</p> <p>Create a master calendar so that the department can anticipate when major recurring awards/achievements are announced.</p>	<ul style="list-style-type: none"> <li>Baseline data to be collected once metric is developed.</li> </ul>
3. Establish quarterly Communications Council meetings to increase communication between the district and stakeholders.	2024-25	The district will increase specific communication channels with measurable increases in collaboration and responses between stakeholders.	<p>Under development</p> <ul style="list-style-type: none"> <li>Baseline data to be collected once metric is developed.</li> </ul>
4. Provide students and families with a designated point of contact at their school.	2025-26	Every student and family will know who their designated point of contact is and how to reach them for help accessing information about district and community resources available to them.	

**PILLAR:  
LEARNING ENVIRONMENTS, STEWARDSHIP, AND  
SUSTAINABILITY**

# PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY

## Goal 1: Safe and Efficient Facilities

Salt Lake City School District will provide schools that are safe, secure, and welcoming. This encompasses effective designs to ensure there are secure entrances and warm and inviting interiors. The district creates spaces to encourage collaboration and facilitate instruction based on best practices.

**Objective 1: Schools will be constructed and maintained based on the following criteria: life and safety; building integrity; and instructional needs.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Ensure improvement projects are designed to promote optimal learning environments for students that align with best practices.	2028-29	Elementary and middle schools will have sensory learning spaces that include ergonomic furniture, flexible seating, and other resources that meet the needs of diverse learning modalities.	Verification of completion.
2. Ensure improvement projects are designed to promote optimal learning environments for students that align with best practices.	2028-29	Elementary and middle schools will have sensory learning spaces that include ergonomic furniture, flexible seating, and other resources that meet the needs of diverse learning modalities.	Verification of completion.
3. Ensure new construction projects will provide equitable access to building facilities.	2028-29	100% of new construction of district buildings will have gender neutral restrooms on every floor.	Verification of completion.

**Objective 2: Staff will continue its work to achieve the goals outlined in district’s sustainability action plan.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Implement sustainability projects.	2024-25	Use 100% clean, renewable energy in the electricity sector by 2030.  Meet 100% of all district operations energy needs with carbon neutral energy by 2040.  Decrease carbon footprint by 25%.  Decrease water consumption by 50,000,000 gallons per year.	Sustainability Report
2. Develop future capital projects and new construction aligned with the sustainability resolution. <ul style="list-style-type: none"> <li>a. Striving for carbon neutrality to the best of our ability while remaining mindful of budget constraints.</li> </ul>	2027-28	Our primary objective is to prioritize cost-effectiveness on our journey toward achieving carbon neutrality.	Capital Projects Report

<b>Objective 3: Students will be provided with facilities that are designed to effectively deliver college and career pathway learning experiences.</b>			
<b>ACTION STEPS</b>	<b>IMPLEMENTATION YEAR</b>	<b>OUTCOMES BY 2029</b>	<b>METRICS</b>
1. Collaborate with district industry partners and Utah System of Higher Education (USHE) to ensure alignment with community and industry needs.	2024-25	Increase CTE pathway completion by 30%.	USBE Annual Data reports for LEA review, YOY
2. Solicit input from community and industry partners in designing CTE classrooms.	2024-26	New high school construction plans will be completed subject to bond approval. 75% of CTE classrooms will be designed and built according to current industry standards.	Future classrooms and purchases are aligned with industry standards for equipment and supplies.
3. Utilize multipurpose learning spaces in elementary and middle schools where teachers and students collaborate and engage in instruction.	2024-25	By the end of 2024, 25% of all classes will be using multipurpose spaces. <ul style="list-style-type: none"> <li>• 2025=50%</li> <li>• 2026=75%</li> <li>• 2027=100%</li> </ul>	

# PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY

## Goal 2: Highly Qualified Staff

Salt Lake City School District will staff our schools with well-trained and capable employees ready to provide exemplary learning environments for all students and responsive to evolving district needs.

**Objective 1: All students will have access to qualified, experienced, and culturally competent educational personnel.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Recruit district staff for Grow Your Own Program and incentivize them to start their teaching careers with the district.	2024-25	75% of participants who successfully complete the program accept employment with the district as licensed educators.	HRS will track all GYOE candidates' post-graduation to measure whether they accept employment with the district as licensed educators.
2. Recruit and encourage students to pursue a career in education by enrolling in Teaching as a Profession pathway.	2023-24	By the end of 2024, the pathway is offered at each comprehensive high school.  By the end of 2026, there will be a 200% increase in the number of students enrolled in the pathway.	Student enrollment in the Teaching as a Profession pathway will be tracked through PowerSchool.
3. Ensure consistent application of timely and equitable hiring practices, and continually develop and implement innovative recruitment, induction, and retention methods.	2023-24	In 100% of hiring practices, a standardized rubric for reviewing application materials and interview processes will be used.  Increased affinity feelings toward the district as an employer of choice as evidenced through stay interview data and turnover	Hiring materials for every position are monitored by the HRS department. Only those meeting full compliance with established hiring procedures are allowed to proceed.

		metrics.	
4. Streamline hiring practices to reduce time to fill critical positions.	2023-24	Reduce time to fill vacant positions by 30%.	HRS is tracking time to hire for each certified position through the online applicant tracking system from the time a request to hire has been submitted to when the request has been processed by HRS staff.

## PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY

### Goal 3: Student Conduct & Discipline Process

Salt Lake City School District will ensure consistent and timely responses to student conduct and discipline issues, prioritizing prevention, support, and safety for all students.

**Objective 1: Students will be provided with safe learning environments through the implementation of threat assessment teams. School and district threat assessment teams will systematically analyze and resolve very serious threats of violence in accordance with the Comprehensive School Threat Assessment Guidelines (CSTAG).**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Create district-level and school-level Threat Assessment teams.	2024-25	Every school has a defined CSTAG team led by a trained administrator	Accountability Report
2. Attend <a href="#">CSTAG</a> train-the-trainer sessions every four years.	2024-25	At least two district staff members are able to provide CSTAG training at any time.	Accountability Report PD logs
3. Deliver CSTAG training for school teams every year.	2024-25	90% of school administrators are trained in the CSTAG process.	PD logs
4. Audit school threat assessment teams twice per year.	2025-26	Results from yearly audits will inform future training needs.	CSTAG Audit Accountability Report



<b>Objective 2: Students, families, and school personnel will experience a timely and efficient response to all district-level safe school violation referrals.</b>			
<b>ACTION STEPS</b>	<b>IMPLEMENTATION YEAR</b>	<b>OUTCOMES BY 2029</b>	<b>METRICS</b>
1. Decrease the number of days needed to resolve safe school cases, including completion of school-based investigation and reporting.	2024-25	District-level safe schools referrals will be resolved within 10 school days from notification to student placement except in exceptional circumstances.	Accountability Report

**Objective 3: Students will be supported by the district safe schools' team through a postvention system that ensures a seamless transition back to an appropriate educational setting and reduces recidivism.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS
1. Develop and expand resources and community partnerships available to support families and students.	2024-25	Increased successful transition of students to a traditional learning environment.  Decreased recidivism to five or less students per year.	Accountability Report
2. Conduct frequent check-ins with schools after an alternative placement has been made to monitor progress and set timeline for student's return to an appropriate learning environment.	2024-25	Increased successful transition of students to a traditional learning environment.  Decreased recidivism to five or less students per year.	Accountability Report
3. Conduct re-entry meetings after an incident to welcome students back to school and to communicate interventions that will be put in place to support all students.	2024-25	Increased successful transition of students to a traditional learning environment.  Decreased recidivism to five or less students per year.	Accountability Report

# SUPPORT SYSTEMS

Revised June 2024

## **POLICY AND LEGAL SERVICES**

The Salt Lake City School District Policy and Legal Services Department is committed to working with all stakeholders to ensure that the strategic plan is aligned with the Board’s governing policies, as well as compliant with applicable law. The Department will make certain that the structures necessary to support the strategic goals are reflected in our board policy and district administrative procedures. The Department will also continuously monitor the ever-changing legal landscape to ensure that our school and district leaders are informed of any updates or trends that impact their ability to implement any underlying initiatives or programs.

Through Department communications and trainings, school and district leaders have a better understanding of how to handle situations and the underlying laws, policies, or expectations, such that they are able to focus on their work as instructional leaders and achieve the strategic goals included in this plan. This Department will continue to implement with fidelity the processes designed to ensure that all students are in a safe and welcoming environment that supports their learning, achievement, and success.

## **RESEARCH AND EVALUATION**

Salt Lake City School District’s Research & Evaluation team supports program evaluations, is responsible for assessing and conducting analyses of data, and reporting the findings to broad audiences. They also review all internal and external data requests directed at students, teachers, or schools.

The Data Analytics team is responsible for publishing and maintaining Power BI dashboard applications for schools and central district office users. We collect student level data for departments using valid and reliable methods. We place these data in more than 100 different reports with different levels access and filters.

The Data Assessment team supports schools in the completion of district and state assessments. We organize, train, and schedule a testing team to assist with Acadience Reading, Acadience Math, WIDA (Screener and ACCESS) and ELP testing. Additionally, we provide personnel to answer procedural questions, provide necessary administration materials, and offer professional development at a variety of levels. We monitor ethical testing practices and assure compliance with federal, state and district accountability and policy rules.

# **TECHNOLOGY AND INSTRUCTIONAL TECHNOLOGY**

Salt Lake City School District Information Technology Department is committed to implementing the district’s strategic goal of ensuring that all district students are 21st century learners with equitable access to 1:1 technology and applications and systems.

The Department will work with all stakeholders to ensure that district technology, systems, and resources are readily available and function in a way that supports the strategic goals outlined in this plan.

The Department will ensure that students and staff will have access to devices, a robust infrastructure, and streamlined systems that will allow them to successfully implement the programs and initiatives outlined in the strategic plan.

# **BUDGET AND FINANCE**

Salt Lake City School District’s Budget and Finance Department is committed to ensuring transparency, accountability, and fiscal responsibility in all its financial decision-making in order to maintain the public’s trust in the district’s use of taxpayer dollars. In partnership with our stakeholders, the Department will ensure that annual budgets are carefully designed to identify and assign the financial resources required to support the goals and initiatives outlined in the strategic plan. By prioritizing expenditures that support the strategic plan, the Department will actively work to ensure equitable outcomes for all students and to improve student achievement and success.

The Department will determine the actions needed to save or realign money to fund the strategic goals. By including measurable metrics to assess the success of these goals, the Department can assess the overall efficacy of the district’s spending and the return on investment for funded student success initiatives and programs. These assessments can lead to productive program and investment evaluations, and necessary adjustments in order to ensure that our financial resources are being utilized to maximize opportunities for students.

# Glossary of Acronyms and Terms

**Anti-bias training**—Anti-bias education involves creating a community that supports all dimensions of human differences, including culture, race, language, ability, learning styles, ethnicity, family structure, religion, sexual orientation, gender, age, and socioeconomic differences.

**CASEL**—Collaborative for Academic, Social, and Emotional Learning

**CE**—Concurrent Enrollment

**CSTAG**—The Comprehensive School Threat Assessment Guidelines, developed in 2001 and known as the Virginia Student Threat Assessment Guidelines until 2018, is an evidence-based model for schools to use in conducting threat assessments of students.

**CTE**—Career Technical Education

**Culturally Affirming Practices**—Treating others' culture and experiences with respect and high regard.

**Dual Capacity-Building Framework for Family-School Partnerships**—Effective partnerships that support student and school improvement. In other words, successful engagement requires both educators and family members to develop essential beliefs, knowledge, skills, confidence, social relationships, and other capacities.

**Equity Audits**—An equity audit is a study of the fairness of an institution's policies, programs, and practices.

**KEEP+**—Kindergarten Entry and Exit Profile +SLCSD specific items in math

**MLL**—Multi-lingual learner

**MTSS**—Multi-tiered System of Supports

**PAT**—Parents as Teachers

**PEEP**—Preschool Entry and Exit Profile

**Positive Behavior Intervention Systems (PBIS)**—A framework for supporting whole school practices (schoolwide) to promote a safe school setting by supporting social, learning, behavioral, and emotional needs of all students both with and without individualized education programs (IEPs).

**SAM**—Self-assessment of MTSS

**SEL**—Social and Emotional Learning

**SpEd**—Special Education

**Trauma-informed Practices**—A trauma-informed school system (K-12) is one in which all teachers, school administrators, staff, students, families, and community members recognize and respond to the behavioral, emotional, relational, and academic impact of traumatic stress on those within the school system.

**WIDA**—World-class Instructional Design Assessment

# Acknowledgement of Committee Members

## Educational Equity, Access, and Student Support Committee

*Dr. Sandra Buendia, Executive Director of Educational Equity and Student Support\**

*Kristina Kindl, Executive Director of Policy and Legal Services\**

Hailey Anderson, Parent

Miriam Bales, MTSS Specialist

Kelly Bowerman, MTSS Specialist

Dr. Shuanta Broadway Mcdaniel, Area Director

Dr. Kody Colvin, Hawthorne Elementary Principal

Laura DeShazo, Director of Career and Technical Education

Trista Emmer, Parent

Melissa Ford, Former Board of Education President, Precinct 6

Christopher Gesteland, Area Director

Lindsay Gish, MTSS Specialist

Norma Gonzalez, Parent

Dr. Robert Guido, West High School Assistant Principal

Abigale Guertler, Student

Mike Harmon, McKinney-Vento Specialist

Mindi Holmdahl, Director of Student Services

Hamda Ibrahim, Student

Betty Jimenez, Supervisor of Family and School Collaboration

Suzanne Kingsford, Parent

Melissa Larsen, MTSS Specialist

Stacey Lindsay, Counseling Specialist

Missy Mackay-Whiteurs, District-wide Athletic Director and Coordinator of Title I

Dr. Allison Martin, Safe Schools Specialist

Lydia May, Board of Education Student Board Member

Britnie Powell, Salt Lake Center for Science Education High School Principal

Jeremy Reynoso, Meadowlark Elementary School Teacher

Aletha-Robinson-Brim, Parent  
Dr. Ana Rodriguez, Escalante Elementary School Assistant Principal  
Grace Russell, Student  
Elissa Stern-Kolb, School Social Worker  
Emily Sutherland, Director of SEL and MTSS  
Natosha Washington, West High School Teacher  
Judi Yaworsky, School Nurse

## **Student Achievement: PreK-12 Transition Committee**

*Dr. Tiffany Hall, Executive Director of Teaching and Learning\**  
*Holley McIntosh, Mathematics Supervisor\**  
*Audrey Powell, Early Childhood Supervisor\**  
Bri Deleon, Whittier Elementary Principal  
Adam Eskelson, Fine Arts Supervisor  
Melissa Ford, Former Board President, Precinct 6  
April Guajardo, Early Childhood Instructor  
Julie Hall, Parent  
Greg Hogan, Glendale Middle School Assistant Principal  
Katie Ieremia, Professional Development/Health and PE Supervisor  
Robyn Johnson, Early Childhood Coordinator  
Katherine Kennedy, Former Board Member  
Suzanne Kingsford, Parent  
Chelsea Malouf, Literacy Director  
Kristien McDonald, Parent  
Dessie Olson, Social Studies/NBCT Specialist  
Alex Parsons, Extended Learning Programs Supervisor  
Candace Penrod, Science Supervisor  
Paul Schulte, Executive Director, Facilities Services  
Sallie Warnecke, Digital Learning Supervisor



# Family-School and Community Partnerships and Communication Committee

*Yándary Chatwin, Executive Director, Communications and Community Relations\**

*Betty Jimenez, Supervisor, Family and School Collaboration\**

*James Yapias, Director, Development Office and Salt Lake Education Foundation\**

Erin Anderson, Director, Special Education

Dr. Shuanta Broadway McDaniel, Area Director

Trina Broussard, Parent

Mike Harman, McKinney-Vento Liaison

Katie Hicks, Northwest Middle Assistant Principal

Missy Mackay-Whiteurs, Athletic Director and Title I Director

Jason Olsen, Public Information Officer

Deirdre Straight, Freshman Success Paraprofessional, Highland High School

Bryce Williams, Board of Education Member, Precinct 1

# Learning Environments, Stewardship, and Sustainability Committee

*Paul Schulte, Executive Director, Facilities Services\**

*Logan Hall, Executive Director, Human Resource Services\**

*Emily Sutherland, Director, MTSS/SEL\**

*Dr. Leeson Taylor, Chief Officer of School Leadership and Performance\**

Laura DeShazo, Director of Career and Technical Education

Mindi Holmdahl, Director of Student Services

Kristina Kindl, Executive Director, Policy and Legal Services

Dr. Allison Martin, Safe Schools Specialist

\*Committee Lead

# Acknowledgement of Strategic Plan Advisory Council Members

*Dr. Sandra V. Buendía, Executive Director of Educational Equity and Student Support /Advisory Council Lead*

Dr. Michelle Amiot, Director of Research and Evaluation

Hailey Anderson, Parent

Isaac Astill, Executive Director of Auxiliary Services

Brigette Barrowes, Franklin Elementary School Special Education Teacher

Yándary Chatwin, Executive Director of Communications and Community Relations

Patrick Gardner, Horizonte Instruction and Training School Teacher

Norma González, Parent

Logan Hall, Executive Director of Human Resource Services

Dr. Tiffany Hall, Executive Director of Teaching and Learning

Laura Hamilton, Ensign Elementary School Teacher

Jared Lisonbee, Parent

Amanda M. Longwell, Parent

Jenny Makosky, Parent

Selene Mansfield, Highland Park Elementary School Assistant Principal

Nicole Palmer, Rose Park Elementary School Principal

Kim Parkinson, Highland High School Assistant Principal

Laura Pereira, Northwest Middle School Teacher

Kalina Potts, Jackson Elementary Principal

Ami Reidford, Parent

Dr. Leeson Taylor, Executive Director of School Leadership and Performance

Excellence and Equity: every student, every classroom, every day



**SALT LAKE CITY**  
SCHOOL DISTRICT

**Strategic Plan for  
Student Achievement  
2024-2029**

# **PILLARS of STUDENT ACHIEVEMENT**

Educational Equity, Access, and Student Support

Student Achievement PreK-12/Transition

Family-School and Community Partnerships and Communication

Learning Environments, Stewardship, and Sustainability

**PILLAR:  
EDUCATIONAL EQUITY, ACCESS, AND STUDENT  
SUPPORT**

# PILLAR: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT

## Goal 1: Equitable Access and Inclusion

Salt Lake City School District will ensure unobstructed entrance into, involvement, and full engagement of all learners in school programs and activities.

**Objective 1: Students will access appropriate and effective programs and activities by eliminating barriers that obstruct their access.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<p>1. Implement educational opportunity audits regularly for the purpose of:</p> <ul style="list-style-type: none"> <li>a. reviewing student data during Professional Learning Community (PLC) meetings, School Improvement Council (SIC) meetings, and School Community Council (SCC) meetings;</li> <li>b. writing school improvement plans; and</li> <li>c. guiding school improvement initiatives.</li> </ul>	<p><del>2023-24</del> 2025-26</p>	<ul style="list-style-type: none"> <li>• The achievement gap between subgroups will be narrowed to a 10%-point difference between the highest and lowest proficiency rate.</li> </ul>	<p>Subgroup analysis of:</p> <p>Pathway Indicator 2A</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade students read and write on grade level.</li> </ul> <p>Pathway Indicator 4A</p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> grade students are on grade level in English/Language Arts, Math, and Science</li> </ul> <p>HS Pathway Indicator 5A</p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> grade students are on grade level in English, Math, Reading, and Science.</li> </ul> <p>HS Pathway Indicator 6A</p> <ul style="list-style-type: none"> <li>• Students are academically on track by the end of 11<sup>th</sup> grade.</li> </ul>	<p>NA for FY24</p>	<ul style="list-style-type: none"> <li>• Implemented equity self-assessment.</li> <li>• Collaborated with Research and Evaluation Department to develop an educational opportunity dashboard that will assist schools with the audit.</li> <li>• Unable to provide necessary training to school leaders and schools in 2023-24.</li> <li>• Schools will be introduced to the educational opportunity audit and provided training in FY25.</li> <li>• Revised action step 1 and metrics to be more specific.</li> </ul>

<p>2. Design master schedules to increase balance between core classes and electives so all students receive an education that creates opportunities.</p>	<p>2024-25</p>	<ul style="list-style-type: none"> <li>Elementary students will have scheduled time for learning in all core areas (ELA, Math, Social Studies, Science, Fine Arts, and PE).</li> <li>Middle school students will have 50% of their course schedule dedicated to elective/enrichment classes.</li> <li>High school freshmen and sophomores will have 50% of their course schedule dedicated to elective classes.</li> </ul>	<p>Elementary school schedules</p> <ul style="list-style-type: none"> <li>Random sampling of 7<sup>th</sup> - 10<sup>th</sup> grade student schedules <b>10 per school</b></li> </ul>	<p>NA for FY24</p>	<ul style="list-style-type: none"> <li>Revised metric to appropriately measure action step 2.</li> <li>Added middle school to 2029 desired outcome.</li> <li>Baseline data will be collected in fall of 2024.</li> </ul>
---	----------------	--	---	--------------------	--



<p>3. Ensure parents and students are involved in co-designing their Individual Learning Plan (K-6) or Career/College Readiness Plan (7-12) to prepare for and enroll in advanced academic courses.</p>	<p>2026-27</p>	<ul style="list-style-type: none"> <li>• Every student and their parent will attend at least one CCR by the end of their junior year.</li> <li>• 90% of high school students will meet one of the following criteria by the end of their 11<sup>th</sup> grade year: <ul style="list-style-type: none"> <li>○ Earned at least one full credit in AP, IB or concurrent enrollment course.</li> <li>○ Earned at least two CTE credits.</li> <li>○ Earned a composite score of 21 or higher on the ACT.</li> </ul> </li> </ul>	<p>Pathway Indicator 5C and 6C</p>	<p>NA for FY24</p>	<ul style="list-style-type: none"> <li>• Made action step 3, outcome, and metrics more specific.</li> </ul>
<p>4. Schedule quarterly transition activities to support students and</p>	<p>2025-26</p>	<ul style="list-style-type: none"> <li>• At least 80% of incoming students</li> </ul>	<p>School Transition Activity Report</p>	<p>NA for FY24</p>	

families in the transition from Pre-Kindergarten to Kindergarten; Elementary School to Middle School; and Middle School to High School.		will participate in transition activities.			
---	--	--	--	--	--

**Objective 2: Schools will provide opportunities for students to fully engage in appropriate and effective programs and activities through the elimination of barriers.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
1. Provide elementary students with enrichment experiences every year.	2025-26	<ul style="list-style-type: none"> <li>Elementary students will have at least one enrichment activity per quarter.</li> </ul>	School Enrichment Activity Report	NA for FY24	
				NA	<ul style="list-style-type: none"> <li>Cultural affirmation professional learning opportunities are routinely offered, making this action step unnecessary.</li> </ul>
2. Administer the Self-Assessment of <a href="#">Multi-tiered System of Supports (MTSS)</a> every two years to measure fidelity of MTSS implementation.	2024-25	<ul style="list-style-type: none"> <li>Self-assessment of Multi-tiered System of Supports (SAM) total scores will increase:                             <ul style="list-style-type: none"> <li>2025: 35% of schools will score a 2.0+</li> <li>2027: 45% will score a 2.0+</li> <li>2029: 55% will score a 2.0+</li> </ul> </li> </ul>	SAM	NA for FY24	2024-25 <ul style="list-style-type: none"> <li>Administer the Self-Assessment of <a href="#">Multi-tiered System of Supports (MTSS)</a> to measure fidelity of MTSS implementation.</li> </ul>
3.				NA	<ul style="list-style-type: none"> <li>MTSS professional learning opportunities are available to schools year-round, making this action step</li> </ul>

					unnecessary.
4. Build consistent districtwide implementation of <a href="#">Positive Behavior Intervention Systems (PBIS)</a> .	2024-25	<ul style="list-style-type: none"> <li>○</li> <li>● 90% of schools will report a score of 18+ on PBIS self-assessment. <ul style="list-style-type: none"> <li>○ 2025: 55% scoring 18+</li> <li>○ 2026: 65% scoring 18+</li> <li>○ 2027: 75% scoring 18+</li> <li>○ 2028: 85% scoring 18+</li> </ul> </li> </ul>	PBIS Self-evaluation tool	NA for FY24	<ul style="list-style-type: none"> <li>● Revised the outcome and metric to measure accountability of implementing PBIS with fidelity.</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>● Build consistent districtwide implementation of <a href="#">Positive Behavior Intervention Systems (PBIS)</a>.</li> </ul>
5. Support district-wide implementation of student services council (SSC) best practices	2024-2025	<ul style="list-style-type: none"> <li>● Increased and consistent delivery and documentation of academic and behavioral interventions.</li> </ul>	PowerSchool Unified Insights Interventions Report	NA for FY24	<ul style="list-style-type: none"> <li>● Developed new student services council (SSC) protocol, resulting in delay of implementation until 2024-25.</li> </ul>

## PILLAR: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT

### Goal 2: Equitable Treatment

Salt Lake City School District will encourage individuals to interact in ways that are accepting, valuing, respectful, supportive, safe, and secure, resulting in students feeling confident in their pursuit of learning. without fear of threat, humiliation, danger, or disregard.

**Objective 1: Students will experience excellent and equitable learning environments by having the following student needs: basic, physical health, mental health, safety, and belonging.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
1.			NA	NA	<ul style="list-style-type: none"> <li>• Eliminating SEL survey requirement because similar information can be collected via other student surveys.</li> <li>• Desire to reduce the quantity of surveys administered to students.</li> <li>• Focusing more on SEL, MTSS, and PBIS implementation.</li> </ul>
2. Implement the three SEL signature practices consistently and districtwide.	2023-24	<ul style="list-style-type: none"> <li>• Increased sense of belonging by students.</li> </ul>	SEL walk-throughs Student stakeholder survey	NO	<ul style="list-style-type: none"> <li>• District-wide implementation is an ongoing effort, requiring support from educators and educational leaders.</li> <li>• Developed SEL walk-through tool to measure fidelity of implementation.</li> </ul>

3.				NA	<ul style="list-style-type: none"> <li>• Eliminating this action step.</li> <li>• Explicit SEL instruction was needed at early stages of SEL Framework implementation.</li> <li>• Focus on districtwide implementation of SEL signature practices and skill development via Dignity Initiative and PBIS.</li> </ul>
		○	NA	NA	<ul style="list-style-type: none"> <li>• Eliminating this action step.</li> <li>• Focus will shift to measuring fidelity of implementation of SEL, MTSS, and PBIS.</li> </ul>

<p>4. Implement <a href="#">trauma-informed practices</a> consistently and districtwide.</p>	<p>2023-24</p>	<ul style="list-style-type: none"> <li>Increase in sense of belonging by students and sense of having access to school programs and activities</li> </ul>	<p>Student Stakeholder Survey Pathway Indicator 6C</p> <ul style="list-style-type: none"> <li>11<sup>th</sup> grade students prepare for post-secondary school or training</li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>Ongoing effort to achieve districtwide implementation of <a href="#">trauma-informed practices through professional learning opportunities and personalized support to schools.</a></li> </ul>
<p>Provide students and employees with anti-harassment and hate-free learning environments.</p>	<p>2023-24</p>	<ul style="list-style-type: none"> <li>Decrease the number of incidents related to bullying and harassment.</li> </ul>	<p>United Insights Behavior Report</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>Ongoing training offered to students and employees annually.</li> <li>Updated language to align with 2024 legislative requirements.</li> </ul>

<p>5. Create mental health teams in every school to help monitor students' needs and coordinate wrap-around services.</p>	<p>2024-25</p>	<p>Increased and timely access to mental health services by students.</p>	<p>Increase in social workers SHARP Survey Mental Health Services Report</p>	<p>NA for FY24</p>	
<p>6. Provide direct district nursing services to students to promote wellness and safety.</p>	<p>2026-27</p>	<ul style="list-style-type: none"> <li>• Increased direct nursing services including insulin, g-feeds, catheterization, etc.</li> <li>• Increased preventative nursing services including immunizations, flu vaccine, vision health, maturation, bloodborne pathogens etc.</li> <li>• Increased health care coordination with parents, students, teachers and community health providers.</li> </ul>	<p>Increase in nurses Health Services Report</p>	<p>NA for FY24</p>	



<p>7. Provide students with access to district social work services necessary for crisis response, suicide prevention, anxiety, depression, coping skills, grief, racism, and community healing after a tragic event to promote student wellness and safety.</p>	<p>2026-27</p>	<ul style="list-style-type: none"> <li>• Decreased negative mental health symptoms in students.</li> <li>• Increased parent support for mental well-being reinforcement at home.</li> <li>• Increased parent support to access community mental health supports.</li> </ul>	<p>Increase in social workers SHARP Survey</p>	<p>NA for FY24</p>	
--	----------------	---	--	--------------------	--

**PILLAR:  
STUDENT ACHIEVEMENT /  
PREK-12/TRANSITION**

# PILLAR: STUDENT ACHIEVEMENT PREK-12/TRANSITION

## Goal 1: Civic Competency and Communication

Salt Lake City School District will provide students educational experiences that help them to develop into thoughtful, well-rounded, and civic ready members of society equipping students with the knowledge and skills to make thoughtful decisions as positive and contributing members of society.

**Objective 1: Students will develop and demonstrate civic awareness and competencies.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<p>1. Engage students in a range of learning experiences that cultivate civic knowledge, skills, and dispositions by providing opportunities to participate in developmentally appropriate civic learning experiences that nurture the civic knowledge, ideals, and practices of our democratic society.</p>	<p>2023-24</p>	<ul style="list-style-type: none"> <li>Students will interact with and communicate with others in a way that demonstrates empathy and respect towards diverse perspectives and experiences.</li> <li>50% of students will be recognized at graduation with a Seal of Civic Readiness.</li> </ul>	<ul style="list-style-type: none"> <li><del>In year ##, # or % of graduating seniors will graduate with a Seal of Civic Readiness.</del></li> <li>Completion of the Seal of Civic Readiness Toolkit and Canvas course.</li> <li>Number of students completing the SCR beginning in 2025-26.</li> </ul>		<ul style="list-style-type: none"> <li>Created a committee of teachers to develop the process for the Salt Lake City School District Seal of Civic Readiness.</li> <li>Identified alignment between Seal of Civic Readiness and the skill set that contributes to the LA12/.5 communication credit option.</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>Pilot the Canvas course and toolkit for a teacher supported</li> </ul>

					<p>pathway towards the Seal of Civic Readiness.</p> <ul style="list-style-type: none"> <li>• Collect data at beginning, mid-year, and end-of-year from students and teachers in the pilot to provide baseline data on civic knowledge, skills, and attitudes.</li> <li>• Begin designing stand-alone project for Seal of Civic Readiness.</li> <li>• Develop course proposal for LA 12 credit or new Civic Communications course.</li> <li>• Begin K-12 civic competency standards alignment.</li> <li>• Survey teacher and student attitudes and needs to inform professional development and instructional needs.</li> </ul>
--	--	--	--	--	--

					<ul style="list-style-type: none"><li>• Design supports for a stand-alone project or a course to support students.</li><li>• Apply for LA 12 credit for new Civic Communications course.</li></ul>
--	--	--	--	--	--

# PILLAR: STUDENT ACHIEVEMENT PREK-12/TRANSITION

## Goal 2: Academic Success

Salt Lake City School District will increase opportunities and address achievement gaps using district-approved materials, technology, and resources to teach Utah Core Standards on grade level with continuity and fidelity between schools and grade levels.

**Objective 1: Students will demonstrate increased academic conversation and literacy development to support content understanding through speaking and listening.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<ol style="list-style-type: none"> <li>1. Engage students in productive academic conversation for at least 50% of time in class.</li> <li>2. In performance-based classes (e.g., music, PE, etc.) students will engage in structured practice at least 70% of the time.</li> </ol>	2023-24	<ul style="list-style-type: none"> <li>• Teachers will be observed incorporating structured academic conversation for students in all content areas.</li> <li>• Students will be engaged in peer-to-peer speaking and listening throughout their school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation data collected by administrators in classroom visits and documented in Kick Up.</li> <li>• Administrators will observe for data to support teacher professional goal centered on academic conversation and/or structured practice.</li> </ul>		<ul style="list-style-type: none"> <li>• Professional development in August 2023 held on academic conversation in all content areas.</li> <li>• Professional development held in November 2023 and January 2024 to train administrators on an ELA Classroom Walkthrough tool which includes a section on Academic Discourse.</li> </ul> <p>2024-25</p>

					<ul style="list-style-type: none"> <li>• Ongoing training with administrators with using the observation tool, which will include both DLC presentations and on-site collaborative walkthroughs.</li> <li>• August professional development will include focus on setting teacher professional goal on engaging in productive academic conversation for 50% of time in class, or in performance-based classes students will engage in structured practice at least 70% of time.</li> </ul>
--	--	--	--	--	--

**Objective 2: Students will increase grade level proficiency in reading based on the Utah Core Standards or Utah Dynamic Learning Maps.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<ol style="list-style-type: none"> <li>1. Ensure students have access to high quality, appropriate, grade-level literacy instruction based on the science of reading.</li> <li>2. Demonstrate on school schedules the time allocated for language development in elementary school.</li> </ol>	2023-24	<ul style="list-style-type: none"> <li>• 65% of students will increase reading proficiency on grade level.</li> <li>• 65% of students will make at least one year’s worth of growth based on their student growth target (SGT) (scaled score, MGP).</li> <li>• 65% of students with a significant cognitive disability will make adequate progress in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Measured by end-of-year Acadience or NWEA Map assessments.</li> <li>• Measured by end-of-year assessment.</li> <li>• Measured by their IEP goals (collected in Term 4) and/or as measured by the end-of-year Dynamic Learning Maps assessment (grades 3-12).</li> </ul>		<ul style="list-style-type: none"> <li>• Continued LETRS training for new teachers to K-3 or Special Education</li> <li>• District ALS Coordinator has worked with High Schools to align their schedules with students’ instructional needs based on language proficiency levels.</li> <li>• Piloted observation tool in Kick Up.</li> <li>• Adopted new secondary reading program, <i>Reading Horizons Elevate</i>.</li> <li>• Implemented and monitored 95% Group phonics work K-3.</li> </ul>



					<p>2024-25</p> <ul style="list-style-type: none"> <li>• Implement new reading curriculum.</li> <li>• Continued LETRS training for new teachers to K-3 or Special Education; pilot options for secondary teachers.</li> <li>• District ALS Coordinator will collect and audit ELD time instructional schedules from schools.</li> <li>• Continue to collect implementation data based on observations.</li> </ul>
--	--	--	--	--	--

**Objective 3: Students will increase grade level proficiency in math for all students based on the Utah Core Standards or Utah Essential Elements Standards.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES By 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<p>1. Ensure students have access to high quality, appropriate, and grade-level mathematics instruction.</p> <p>2. Demonstrate on school schedules the time allocated for math instruction in elementary school.</p>	<p>2023-24</p>	<ul style="list-style-type: none"> <li>• 65% of students will increase math proficiency on grade level.</li> <li>• 65% of students will make at least one year’s worth of growth based on their student growth target (SGT) (scaled score, MGP).</li> <li>• 65% of students with a significant cognitive disability will make adequate progress in math.</li> </ul>	<ul style="list-style-type: none"> <li>• Measured by end-of-year Acadience assessments.</li> <li>• Measured by end-of-year assessment.</li> <li>• Measured by their IEP goals (collected in Term 4) and/or as measured by the end-of-year Dynamic Learning Maps assessment (grades 3-12).</li> </ul>		<ul style="list-style-type: none"> <li>• Implemented newly adopted secondary math programs (professional development and job-embedded support provided by CAS).</li> <li>• Reviewed minutes on daily schedules for elementary mathematics instruction.</li> <li>• Provided professional development for administrators (elementary) on mathematics and academic discourse.</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>• Conduct a review process to select an elementary mathematics curriculum.</li> </ul>

					<ul style="list-style-type: none"><li>• Provide additional professional development for administrators at all levels on mathematics and academic discourse.</li></ul>
--	--	--	--	--	---

**Objective 4: Students will increase grade level proficiency in science for all students based on the Utah Core Standards or Utah Essential Elements Standards.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<ol style="list-style-type: none"> <li>1. Ensure students access high quality, appropriate, and grade-level science instruction.</li> <li>2. Demonstrate time scheduled for science instruction in elementary school schedules.</li> </ol>	2023-24	<ul style="list-style-type: none"> <li>• 65% of students will increase science proficiency at grade level.</li> <li>• 65% of students will make at least one year’s worth of growth based on their student growth target (SGT) (scaled score, MGP).</li> <li>• 65% of students with a significant cognitive disability will make adequate progress in science assessment (grades 4-12).</li> </ul>	<ul style="list-style-type: none"> <li>• Measured by district assessments (exit tickets, performance expectation rubrics)</li> <li>• Measured by end-of-year assessment.</li> <li>• Time on elementary school schedules.</li> <li>• Measured by their IEP goals (collected in Term 4) and/or as measured by the end-of-year Dynamic Learning Maps assessment (grades 3-12).</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Provide ongoing professional development to teachers on SEEd practices.</li> <li>• Design and implement K-6 experiential learning opportunities for students that support the Core Standards by grade level.</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>• Focus professional learning in secondary to align to the Standards.</li> </ul>

**Objective 5: Students who are English Language Learners (ELL) will increase English proficiency and be prepared to exit the ELD program on target.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<p>1. Ensure all ELL students have appropriate English Language Development (ELD) classes, instructional time, or Individual Language Plans (ILP) to support their English language proficiency.</p>	<p>2024-25</p>	<ul style="list-style-type: none"> <li>All schools will be in full compliance with Federal and district requirements for ELLs.</li> </ul>	<ul style="list-style-type: none"> <li>Review of data over all schools, including WIDA administration, course registration in PowerSchool, monitoring in Ellevation, etc.</li> </ul>	<p>NA for FY24</p>	<ul style="list-style-type: none"> <li>District ALS Coordinator worked with high schools to align their schedules with students' instructional needs based on language proficiency levels.</li> <li>Elementary schools incorporate 45 minutes of ELD instruction daily, including short days.</li> <li>Middle and high school schedules reviewed to ensure that appropriate numbers of ELD courses are offered.</li> </ul>

					<p>2024-25</p> <ul style="list-style-type: none"> <li>• Training and implementation of an observation walkthrough form specific to Academic Discourse for our English Language Learners</li> <li>• District ALS Coordinator will collect and audit ELD time using instructional schedules from schools.</li> </ul>
<p>2. Provide ELL students with access to high quality and appropriate ELD instruction that promotes English proficiency in listening, speaking, reading, and writing.</p>	<p>2023-24</p>	<ul style="list-style-type: none"> <li>• 65% of MLLs will demonstrate appropriate growth each year.</li> <li>• Within five years of entry, 65% of ELLs will reach English proficiency.</li> <li>• 65% of MLL students with significant cognitive delays will make appropriate progress on their language goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Determined by the WIDA Access.</li> <li>• Measured by their WIDA Access scores and exit to monitoring.</li> <li>• Measured by their IEP goals (collected in Term 4).</li> </ul>		<ul style="list-style-type: none"> <li>• Elementary teachers provided with continued professional development using the Wonders materials for English learners.</li> <li>• New secondary ELD materials (<i>Vista</i>) adopted.</li> <li>• Professional development provided in August with content-based, job-embedded learning</li> </ul>

					continuing through the school year.
3. Ensure ELLs access grade level core content.	2023-24	<ul style="list-style-type: none"> <li>65% of ELLs will demonstrate content class proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Measured by end-of-level assessments.</li> </ul>		





					<p>2024-25</p> <ul style="list-style-type: none"> <li>• Two new DTL schools will have an 80% participation in the USBE Digital Teaching and Learning (DTL) grant.</li> <li>• The digital learning coaches will provide 24 hours of PD district-wide, which can be integrated into their HB 396 application.</li> </ul>
--	--	--	--	--	--

# PILLAR: STUDENT ACHIEVEMENT PREK-12/TRANSITION

## Goal 3: Access to Expanded Learning Opportunities

Salt Lake City School District will broaden our students' academic skills, knowledge, and social and emotional capacity in ways that connect school learning to real-world experiences.

**Objective 1: PreK (Early Childhood) students will increase school readiness skills to support the transition into kindergarten.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<p>1. Provide an early childhood program at all elementary schools, including increased options for collaborative classrooms.</p>	<p>2026-27</p>	<ul style="list-style-type: none"> <li>50% of students at Title I schools entering kindergarten or 1<sup>st</sup> grade will have attended a high quality preschool program within the district between the ages of 3-5.</li> <li>Students will have more options for collaborative classrooms and other services for students with IEPs</li> </ul>	<ul style="list-style-type: none"> <li>Number of schools with programs</li> <li>Number of classrooms at schools</li> <li>Number of collaborative and supported classrooms</li> </ul>	<p>NA for FY24</p>	<ul style="list-style-type: none"> <li>Provided summer kindergarten readiness programs at seven schools for students identified as at-risk.</li> <li>Opened additional full-day PreK4 program at Indian Hills Elementary School.</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>Review locations with site and district administrators to determine viable</li> </ul>

					opportunities for expansion.
2. Ensure students entering Kinder programs from district early childhood programs will demonstrate kindergarten readiness.	2023-24	<ul style="list-style-type: none"> <li>65% of students will demonstrate readiness using the following measures:</li> </ul>	<ul style="list-style-type: none"> <li>PEEP/PEEP Exit demonstrating kinder ready</li> <li>KEEP+ Entrance</li> <li>Making appropriate progress on IEP goals when identified as SpEd</li> <li>SpEd Assessment</li> <li>TS Gold monitoring</li> </ul>		2024-25 <ul style="list-style-type: none"> <li>Work with community education to provide ongoing summer readiness programs.</li> </ul>
3. Increase Early Childhood staff retention and expertise.	2024-25	<ul style="list-style-type: none"> <li>Provide an advanced certification pathway for Early Childhood instructors in Early Childhood Development.</li> </ul>	<ul style="list-style-type: none"> <li>Number of instructors completing an AA degree in Early Childhood Development</li> </ul>		2024-25 <ul style="list-style-type: none"> <li>Provide LETRS for provisional instructors to align with kindergarten program.</li> </ul>
4. Align PreK with district K-12 key strategic curriculum outcomes in content areas.	2024-25	<ul style="list-style-type: none"> <li>Align PreK curriculum and instruction with K-12 district adopted materials.</li> <li>Provide coaching and support in math, science/STEM, and literacy.</li> <li>Offer professional learning to support Early Childhood</li> </ul>	<ul style="list-style-type: none"> <li>Review of lesson plans and classroom materials for alignment</li> <li>Calendar of coaching and professional learning opportunities</li> </ul>		<ul style="list-style-type: none"> <li>Provided LETRS for career instructors and STEM training for all instructors and paraprofessionals.</li> <li>Instructors and paras completed LETRS training to align with kindergarten program.</li> </ul>

		<p>general and SpEd instructors in core content areas.</p>			<ul style="list-style-type: none"> <li>Instructors and paras continued Eureka training to align with kindergarten program.</li> </ul>
<p>5. Relaunch Parents and Teachers (PAT) birth-3 program with sufficient staff and support, including additional training and certification for instructors.</p>	<p>2025-26</p>	<ul style="list-style-type: none"> <li>Increased family-school connection based on home visits and community engagement activities included in the PAT program.</li> </ul>	<ul style="list-style-type: none"> <li>Number of PAT program classes offered in the district</li> </ul>		<ul style="list-style-type: none"> <li>Launched two in-person PAT classes; seven PAT-qualified instructors hosting PAT experiences.</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>Create additional PAT class opportunities.</li> </ul>

**Objective 2: Students will access innovative learning inside the school building and place-based learning in the community and have opportunities to demonstrate their learning and skills in multiple ways.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<p>1. Support teachers in developing pedagogy and accessing appropriate resources to support place-based learning and other experience-based or inquiry learning opportunities.</p>	<p>2023-24</p>	<ul style="list-style-type: none"> <li>Teachers will engage in learning experiences that support them in applying their knowledge and skills in a variety of contexts to effectively communicate their learning and inspires further inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Number of teachers participating in place-based learning opportunities and professional development.</li> </ul>		<ul style="list-style-type: none"> <li>Developing structures to implement innovative opportunities for students in STEM.</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>Ongoing professional development for teachers and administrators in situating learning in real-life and place-based environments.</li> <li>Develop methods to reliably measure/count the opportunities for students to participate in real-life and place-based learning.</li> </ul>

<p>1. Provide opportunities for students to participate performance-based learning.</p> <p>2. Provide PreK-12 students with access to Science, Technology, Engineering, and Math (STEM) activities that promote connections to post-graduation college and career choices, including place-based learning opportunities.</p>	<p>2026-27</p>	<ul style="list-style-type: none"> <li>• Students in all schools will have opportunities to publicly share their learning with the school and the community.</li> <li>• Students will participate in one place-based learning or other performance-based learning opportunity per class per semester.</li> <li>• 100% of students will participate in place-based STEM activities at least once per semester.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of opportunities to participate in learning opportunities demonstrating real-life learning in places outside of the classroom.</li> <li>• Number of STEM activities offered at sites and number of students participating.</li> <li>• All students in grades K-6 will have multiple opportunities to create and present artistic performances or artifacts.</li> <li>• All students in grades 7-12 will take at least the minimum number of fine arts credits and performance or display their work.</li> </ul>		
--	----------------	--	---	--	--

**Objective 3: Middle and high school students will be prepared to identify and opt into areas of interest in early college and career coursework and demonstration post-high school preparation.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<p>1. Increase middle school students' access to rigorous courses in preparation for advanced academic courses in high school.</p>	<p>2024-25</p>	<ul style="list-style-type: none"> <li>Consistent districtwide middle school programming for advanced academics that provides student choice without barriers for enrollment.</li> <li>Demographics in secondary advanced academic classes will match the demographic composition of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews of school catalogs, course taking patterns, and demographic data.</li> </ul>		<ul style="list-style-type: none"> <li>Reviewed current middle school advanced academic offerings to determine areas of need to increase access in high school.</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>Implement new middle school honors focus with student opt-in and teacher professional support and development.</li> </ul>

<p>2. Increase all high school students' access to Advanced Placement, International Baccalaureate, concurrent enrollment (CE), and/or career and technical education (CTE) pathway courses.</p>	<p>2023-24</p>	<ul style="list-style-type: none"> <li>By the end of grade 11, 65% of students will be prepared for post-secondary opportunities by completing one credit of Advanced Placement, International Baccalaureate, or concurrent enrollment coursework, or two credits of CTE coursework.</li> </ul>	<ul style="list-style-type: none"> <li>Review of course taking data.</li> <li>Baseline 2022-23 at 45% and 63%, not including CE*</li> </ul>		
--	----------------	---	---	--	--



**PILLAR:  
FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS  
AND COMMUNICATION**

# PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION

## Goal 1: Family Partnerships and Engagement in Education

Salt Lake City School District will ensure all families are valued, respected, and are treated as equal partners in designing the educational experiences of their children.

**Objective 1: Parents will experience meaningful school interactions and increased involvement as a result of improved family and school partnerships.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
1. Implement the SLCSO Family-School Partnership (FSP) Model	2025-26	<ul style="list-style-type: none"> <li>80% of schools will have implemented the SLCSO Family-School Partnership Model with fidelity.</li> <li>Increase in parent representation in school leadership roles, such as school community councils.</li> </ul>	Parent Stakeholder Survey	NO	<ul style="list-style-type: none"> <li>Created the SLCSO Family-School Partnership Model.</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>Introduce the SLCSO Family-School Partnership (FSP) Model to schools.</li> <li>Implement FSP Model in FY26.</li> </ul>
2. Create Family-School Partnership Teams.	2025-26	<ul style="list-style-type: none"> <li>90% of schools will engage the FSP Teams to</li> </ul>	Parent Stakeholder Survey	NA for FY24	

		design family engagement activities.			
3. Create in-school parent resource centers, during and after school hours.	2026-27	<ul style="list-style-type: none"> <li>Increase in parent presence in schools with a dedicated space for collaboration and student/family support.</li> </ul>	Accountability Report Parent attendance logs	NA for FY24	

# PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION

## Goal 2: Community Partnerships

Salt Lake City School District will build and nurture relationships with community partners to elevate our students and family academic achievement. The Salt Lake City School District values community members, leaders, and business partners.

**Objective 1: Students and families will be provided with the critical resources needed for students to focus on learning.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
1. Identify and collaborate with business and community organizations within district boundaries.	2023-25	<ul style="list-style-type: none"> <li>Increased number of business and community partnerships with the district.</li> </ul>	Number of collaboration and partnership agreements completed		<ul style="list-style-type: none"> <li>March 20, 2024: West High Clinic opened. This was a collaboration between the University of Utah School of Medicine Department of Pediatrics, Salt Lake City School District, Salt Lake Education Foundation, and West High School. The clinic offers physical and mental health services.</li> <li>August 17, 2024: Parkview Vision Clinic opened with support of</li> </ul>

					Salt Lake City School District, Salt Lake Education Foundation, Friends for Sight, and Rocky Mountain University.
2. Streamline families' access to medical, dental, and mental health services.	2023-25	<ul style="list-style-type: none"> <li>Increase in utilization of resources that reduce absenteeism, prevent illnesses, and improve family health.</li> </ul>	Dental preventative care report Vision exam report Clinic utilization report		<ul style="list-style-type: none"> <li>Added a monthly vision clinic date to the Glendale/Liberty CLC.</li> <li>University of Utah School of Dentistry provided five elementary schools with dental screenings, fluoride treatments, and follow up care for students with dental issues.</li> </ul>
3. Increase awareness of healthcare opportunities for families at each Community Learning Center.	2023-25	<ul style="list-style-type: none"> <li>Increased family attendance at health fairs and Community Learning Centers.</li> </ul>	Marketing materials in multiple languages Increased the number of health fairs with		<ul style="list-style-type: none"> <li>Hired Volunteer Coordinator to improve support of district volunteers.</li> <li>Ongoing partnership with</li> </ul>

			community partners by 10% Parent participation log		<p>“My Home Town” to provide volunteers for ongoing programs in the district.</p> <ul style="list-style-type: none"> <li>Partnered with Uplift Aerospace (Symbol: NRPI), Salt Lake City School District, Salt Lake Education Foundation, and Salt Lake City Corporation. The Uplift/Starborn Academy Program, is a nine-week initiative designed to increase critical thinking and performance in STEM (science, technology, engineering, and math), will be available for the district’s students.</li> </ul>
4. Ensure schools know and use the resources of volunteer programs and other services available through the Development Office and its partners.	2023-25	<ul style="list-style-type: none"> <li>Increased collaboration with families, business partners, and community volunteers.</li> </ul>	Under Development Parent and Community Survey		

# PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION

## Goal 3: Public Perception and Connections

Salt Lake City School District will maintain positive relationships with students, families, community members, elected officials, and community leaders; elevate the public’s perception of our school district as a valuable partner and as a team of influential educational experts; and building trust in the transparency and integrity of our systems.

**Objective 1: Students, families, and community members will feel more connected and informed about district programs, achievements, and operations.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
1. Conduct a comprehensive survey of stakeholders, including elected officials, nonprofit partners, community leaders, business leaders, and residents.	2023-24	<ul style="list-style-type: none"> <li>The Communications and Community Relations Division will use polling results to create a plan for communication, marketing, and public perception improvement efforts.</li> <li>Stakeholders will report increased trust in the district as evidenced by subsequent stakeholder feedback.</li> </ul>	Under development <ul style="list-style-type: none"> <li>Baseline data to be collected once metric is developed.</li> </ul>		

2. Develop a strategic approach to highlight employee and student achievements.	2023-24	<ul style="list-style-type: none"> <li>Increased number of published stories and media posts about positive accomplishments of district employees and students.</li> </ul>	Under development <ul style="list-style-type: none"> <li>Baseline data to be collected once metric is developed.</li> </ul>		
3. Establish quarterly Communications Council meetings to increase communication between the district and stakeholders.	2024-25	<ul style="list-style-type: none"> <li>The district will increase specific communication channels with measurable increases in collaboration and responses between stakeholders.</li> </ul>	Under development <ul style="list-style-type: none"> <li>Baseline data to be collected once metric is developed.</li> </ul>		
4. Provide students and families with a designated point of contact at their school.	2025-26	<ul style="list-style-type: none"> <li>Every student and family will know who their designated point of contact is and how to reach them for help accessing information about district and community resources available to them.</li> </ul>			



**PILLAR:  
LEARNING ENVIRONMENTS, STEWARDSHIP, AND  
SUSTAINABILITY**

# PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY

## Goal 1: Safe and Efficient Facilities

Salt Lake City School District will provide schools that are safe, secure, and welcoming. This encompasses effective designs to ensure there are secure entrances and warm and inviting interiors. The district creates spaces to encourage collaboration and facilitate instruction based on best practices.

**Objective 1: Schools will be constructed and maintained based on the following criteria: life and safety; building integrity; and instructional needs.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<p>1. Prioritize capital projects that focus on ensuring the safety of our schools.</p>	<p>2025-26</p>	<ul style="list-style-type: none"> <li>• 100% of elementary school entry ways and vestibules will be enhanced to increase stakeholder safety and security.</li> <li>• 100% of classroom locks will be converted to internal locking mechanisms.</li> <li>• Install weapons detection systems at select high schools, provide</li> </ul>	<p>Verification of completion.</p>	<p>NA in FY24</p>	<ul style="list-style-type: none"> <li>• Weapons detectors were installed at the following high schools: East, Highland, Horizonte, and West.</li> <li>• Contract support service hired to manage the system and process.</li> <li>• Ongoing evaluation of the effectiveness of the weapons detectors and contracted support service</li> </ul>

		necessary support staff, and evaluate collected data to determine effectiveness in improving school safety.			
2. Ensure improvement projects are designed to promote optimal learning environments for students that align with best practices.	2028-29	Elementary and middle schools will have sensory learning spaces that include ergonomic furniture, flexible seating, and other resources that meet the needs of diverse learning modalities.	Verification of completion.	NA in FY24	
3. Ensure new construction projects will provide equitable access to building facilities.	2028-29	100% of new construction of district buildings will have gender neutral restrooms on every floor.	Verification of completion.	NA in FY24	

<b>Objective 2: Staff will continue its work to achieve the goals outlined in district’s sustainability action plan.</b>					
<b>ACTION STEPS</b>	<b>IMPLEMENTATION YEAR</b>	<b>OUTCOMES BY 2029</b>	<b>METRICS</b>	<b>ACTION STEP MET? YES/NO</b>	<b>COMMENTS</b>
1. Implement sustainability projects.	2024-25	<ul style="list-style-type: none"> <li>• Use 100% clean, renewable energy in the electricity sector by 2030.</li> <li>• Meet 100% of all district operations energy needs with carbon neutral energy by 2040.</li> <li>• Decrease carbon footprint by 25%.</li> <li>• Decrease water consumption by 50,000,000 gallons per year.</li> </ul>	Sustainability Report	NA in FY24	
2. Develop future capital projects and new construction aligned with the sustainability resolution.	2027-28	Our primary objective is to prioritize cost-effectiveness on our journey toward achieving	Capital Projects Report	NA in FY24	<ul style="list-style-type: none"> <li>• Completion of the SLCSD Administrative Office</li> </ul>

<p>a. Striving for carbon neutrality to the best of our ability while remaining mindful of budget constraints.</p>		<p>carbon neutrality.</p>			
--	--	---------------------------	--	--	--

**Objective 3: Students will be provided with facilities that are designed to effectively deliver college and career pathway learning experiences.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
1. Collaborate with district industry partners and Utah System of Higher Education (USHE) to ensure alignment with community and industry needs.	2024-25	<ul style="list-style-type: none"> <li>Increase CTE pathway completion by 30%.</li> <li>75% of CTE classrooms will be designed and built according to current industry standards.</li> </ul>	<ul style="list-style-type: none"> <li>USBE Annual Data reports for LEA review, YOY</li> </ul>	Yes	USBE Data on Pathway Completion will be valid after all course code alignment takes place correctly in PowerSchool – project set to begin July 2024.
2. Solicit input from community and industry partners in designing CTE classrooms.	2024-26	<ul style="list-style-type: none"> <li>New high school construction plans will be completed subject to bond approval.</li> </ul>	<ul style="list-style-type: none"> <li>Future classrooms and purchases are aligned with industry standards for equipment and supplies.</li> </ul>	Yes	
3. Utilize multipurpose learning spaces in elementary and middle schools where teachers and students collaborate and	2024-25	<ul style="list-style-type: none"> <li>By the end of 2024, 25% of all classes will be using multipurpose spaces.                             <ul style="list-style-type: none"> <li>2025=50 %</li> <li>2026=75 %</li> </ul> </li> </ul>		NA in FY24	

engage in instruction.		○ 2027=100%.			
------------------------	--	--------------	--	--	--

# PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY

## Goal 2: Highly Qualified Staff

Salt Lake City School District will staff our schools with well-trained and capable employees ready to provide exemplary learning environments for all students and responsive to evolving district needs.

### Objective 1: All students will have access to qualified, experienced, and culturally competent educational personnel.

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
1. Recruit district staff for Grow Your Own Program and incentivize them to start their teaching careers with the district.	2024-25	<ul style="list-style-type: none"> <li>75% of participants who successfully complete the program accept employment with the district as licensed educators.</li> </ul>	HRS will track all GYOE candidates' post-graduation to measure whether they accept employment with the district as licensed educators.	NA in FY24	Current GYOE candidates have not yet completed the program. Ongoing monitoring and support will continue as funding is available.
2. Recruit and encourage students to pursue a career in education by enrolling in Teaching as a Profession pathway.	2023-24	<ul style="list-style-type: none"> <li>By the end of 2024, the pathway is offered at each comprehensive high school.</li> <li>By the end of 2026, there will be a 200% increase in the number</li> </ul>	Student enrollment in the Teaching as a Profession pathway will be tracked through PowerSchool.	YES	<ul style="list-style-type: none"> <li>Teaching as a Profession CTE Pathway courses were included in each comprehensive high school's course catalog offerings for the 2024/25 school year.</li> </ul>



		of students enrolled in the pathway.			2024-25 <ul style="list-style-type: none"> <li>Continue to work with schools in encouraging students to participate in the Teaching as a Profession CTE pathway.</li> </ul>
3. Ensure consistent application of timely and equitable hiring practices, and continually develop and implement innovative recruitment, induction and retention methods.	2023-24	<ul style="list-style-type: none"> <li>In 100% of hiring practices, a standardized rubric for reviewing application materials and interview processes will be used.</li> <li>Increased affinity feelings toward the district as an employer of choice as evidenced through stay interview data and turnover metrics.</li> </ul>	Hiring materials for every position are monitored by the HRS department. Only those meeting full compliance with established hiring procedures are allowed to proceed.	YES	<ul style="list-style-type: none"> <li>HRS has updated and implemented a new screening rubric to be used by all hiring managers. Training is ongoing and HRS staff continues to monitor for compliance in following proscribed hiring procedures.</li> </ul> 2024-25 <ul style="list-style-type: none"> <li>Continue to provide training and support to hiring managers on implementing fair and equitable hiring practices.</li> </ul>

<p>4. Streamline hiring practices to reduce time to fill critical positions.</p>	<p>2023-24</p>	<ul style="list-style-type: none"> <li>• Reduce time to fill vacant positions by 30%.</li> </ul>	<p>HRS is tracking time to hire for each certified position through the online applicant tracking system from the time a request to hire has been submitted to when the request has been processed by HRS staff.</p>	<p>YES</p>	<ul style="list-style-type: none"> <li>• Monitoring of hiring practices for the 2022/23 and 2023/24 school years has helped established baseline data for evaluating time to fill vacant positions.</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>• Continue monitoring hiring practices for increased efficiencies.</li> </ul>
--	----------------	--	--	------------	--

# PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY

## Goal 3: Student Conduct & Discipline Process

Salt Lake City School District will ensure consistent and timely responses to student conduct and discipline issues, prioritizing prevention, support, and safety for all students.

**Objective 1: Students will be provided with safe learning environments through the implementation of threat assessment teams. School and district threat assessment teams will systematically analyze and resolve very serious threats of violence in accordance with the Comprehensive School Threat Assessment Guidelines (CSTAG).**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
1. Create district-level and school-level Threat Assessment teams.	2024-25	<ul style="list-style-type: none"> <li>Every school has a defined CSTAG team led by a trained administrator</li> </ul>	Accountability Report	NA for FY24	
2. Attend <a href="#">CSTAG</a> train-the-trainer sessions every four years.	2024-25	<ul style="list-style-type: none"> <li>At least two district staff members are able to provide CSTAG training at any time.</li> </ul>	Accountability Report PD logs	NA for FY24	
3. Deliver CSTAG training for school teams every year.	2024-25	<ul style="list-style-type: none"> <li>90% of school administrators are trained in the CSTAG process.</li> </ul>	PD logs	NA for FY24	<ul style="list-style-type: none"> <li>Provided CSTAG training for School Safety Specialists.</li> <li>Provide expanded CSTAG training options to increase the number of trained individuals in each building</li> </ul>

					<p>2024-25</p> <ul style="list-style-type: none"> <li>• Provide “Train the Trainer” CSTAG training to the new Safe Schools Specialist to ensure they can provide additional CSTAG trainings.</li> </ul>
4. Audit school threat assessment teams twice per year.	2025-26	<ul style="list-style-type: none"> <li>• Results from yearly audits will inform future training needs.</li> </ul>	CSTAG Audit Accountability Report	NA for FY24	<p>2024-25</p> <ul style="list-style-type: none"> <li>• Complete threat assessment team audits in Fall 2024 and Spring 2025</li> <li>• Compile audit results and provide report to each school and Area Directors</li> </ul>
5.—				NA	<ul style="list-style-type: none"> <li>• SLCSD has an ongoing MOU with the SLCPD, making this action step unnecessary.</li> </ul>

**Objective 2: Students, families, and school personnel will experience a timely and efficient response to all district-level safe school violation referrals.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
<p>1. Decrease the number of days needed to resolve safe school cases, including completion of school-based investigation and reporting.</p>	<p>2024-25</p>	<ul style="list-style-type: none"> <li>District-level safe schools referrals will be resolved within 10 school days from notification to student placement except in exceptional circumstances.</li> </ul>	<p>Accountability Report</p>	<p>NA for FY24</p>	<p>2023-24</p> <ul style="list-style-type: none"> <li>Create and compile Accountability Report by May 25, 2024</li> </ul> <p>2024-25</p> <ul style="list-style-type: none"> <li>Create and compile Accountability Report by May 25, 2025</li> </ul>

**Objective 3: Students will be supported by the district safe schools’ team through a postvention system that ensures a seamless transition back to an appropriate educational setting and reduces recidivism.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029	METRICS	ACTION STEP MET? YES/NO	COMMENTS
1. Develop and expand resources and community partnerships available to support families and students.	2024-25	<ul style="list-style-type: none"> <li>• Increased successful transition of students to a traditional learning environment.</li> <li>• Decreased recidivism to five or less students per year.</li> </ul>	Accountability Report	NA for FY24	<ul style="list-style-type: none"> <li>• Create and compile Accountability Report by May 25, 2024.</li> </ul>
2. Conduct frequent check-ins with schools after an alternative placement has been made to monitor progress and set timeline for student’s return to an appropriate learning environment.	2024-25	<ul style="list-style-type: none"> <li>• Increased successful transition of students to a traditional learning environment.</li> <li>• Decreased recidivism to five or less students per year.</li> </ul>	Accountability Report	NA for FY24	<ul style="list-style-type: none"> <li>• Created transition system to track and monitor students as they progress through RESET and prepare for transition.</li> </ul>
3. Conduct re-entry meetings after an incident to welcome students back to	2024-25	<ul style="list-style-type: none"> <li>• Increased successful transition of students to a traditional</li> </ul>	Accountability Report	NA for FY24	<ul style="list-style-type: none"> <li>• Created information sharing system to ensure administrators at</li> </ul>

<p>school and to communicate interventions that will be put in place to support all students.</p>		<p>learning environment.</p> <ul style="list-style-type: none"> <li>Decreased recidivism to five or less students per year.</li> </ul>		<p>all school sites of student's enrollment have access to relevant data regarding interventions, supports, and concerns.</p>
---	--	--	--	---

## Acknowledgement of Strategic Plan Advisory Council Members

*Dr. Sandra V. Buendía, Executive Director of Educational Equity and Student Support /Advisory Council Lead*

Dr. Michelle Amiot, Director of Research and Evaluation

Hailey Anderson, Parent

Isaac Astill, Executive Director of Auxiliary Services

Brigette Barrowes, Franklin Elementary School Special Education Teacher

Yándary Chatwin, Executive Director of Communications and Community Relations

Patrick Gardner, Horizonte Instruction and Training School Teacher

Norma González, Parent

Logan Hall, Executive Director of Human Resource Services

Dr. Tiffany Hall, Executive Director of Teaching and Learning

Laura Hamilton, Ensign Elementary School Teacher

Jared Lisonbee, Parent

Amanda M. Longwell, Parent

Jenny Makosky, Parent

Selene Mansfield, Highland Park Elementary School Assistant Principal

Nicole Palmer, Rose Park Elementary School Principal

Kim Parkinson, Highland High School Assistant Principal  
Laura Pereira, Northwest Middle School Teacher  
Kalina Potts, Jackson Elementary Principal  
Ami Reidford, Parent  
Dr. Leeson Taylor, Executive Director of School Leadership and Performance



Excellence and Equity: every student, every classroom, every day