Student Achievement Plan 2016-2021

Salt Lake City School District

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ESSENTIAL: ASSESSMENT AND EVALUATION. Delivering traditional and computer-based assessments and leveraging state-of-the-art technology to provide immediate feedback. Results are provided to students, parents, teachers, and schools to support decision making for educational goal attainment.

ESSENTIAL STEWARD: Christine Marriott

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
AE1: Provide extensive support to teachers of kindergarten through grade 3 for using assessment to improve instruction	AE1.1 Create and deploy quality end-of-level assessments in grades k, 1, and 2.	A. Review Spring 2016 testing results with curriculum supervisors and field test any needed new items to update spring assessments. B. Adjust tests to reduce the amount of paper/pencil district scoring and improve turnaround time. C. Provide professional development to teachers in grades k-2 prior to the spring assessment window to improve the quality of information collected during testing.	June 2016- June 2021	1. Make k, 1, 2 data assessments available to principals by July 1, 2017. 2. Increase in reading and math proficiency rates by 3%. 3. K-3 Reading goals will be met as determined by USBE. 4. By spring 2021, 80% of students on grade level in ELA and Mathematics as measured by SAGE proficiency. 5. Increase usage of Illuminate by kindergarten teachers to 25% by the end of 2016-2017 school year.
	AE1.2 Improve intervention and individualized literacy	A. Improve existing intervention tracking	June 2016-June 2021	

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	plan tracking procedures to be used in schools.	template in Illuminate. B. Provide professional development in using the intervention tracking template. C. Analyze data from intervention tracker to identify any areas of improvement.		
	AE1.3 Increase teacher support of data driven instruction in grades k-3.	A. Provide professional development for teachers in using interim, formative, and summative assessment results to make instructional changes. B. Create an item bank for kindergarten teachers to develop higher depth of knowledge (DOK) instructional practices. C. Create a kindergarten report card skills tracker in Illuminate.	June 2016-June 2017	Kindergarten item bank and report card trackers will be developed.

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AE2: Provide a system of high quality interim assessments to support teacher collaboration around instructional practices.	AE2.1 Deliver high quality interim assessments on time.	A. Establish a master calendar and assign a point person to ensure interim assessments are published on time. B. Incorporate technology-enhanced items (TEI), constructed response items, and performance tasks on interim assessments to increase the alignment with SAGE. C. Analyze interim assessment data at the district and school level to support decision making about interim quality, rigor, cut scores, and timelines.	Annually, June 2016 – June 2021	1. Increase in English language arts, mathematics, and science proficiency rates by 3%. 2. By spring 2021, 80% of students proficient on SAGE in English language arts, mathematics, and science SAGE. 3. Increase teacher use of Illuminate in 2015-2016.
	AE2.2 Provide professional development on data driven instruction to teachers	A. Develop training modules to support teachers in learning to use Illuminate to administer interim	Annually, June 2016 – June 2021	Increase overall usage of district interim assessments by 15%

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Goal	Objectives	Action Steps	Timeline	Measure/Outcome
		assessments and in using Illuminate reports. B. Develop Illuminate reports containing student scores, classroom results, and SAGE/EOL scores. C. Compare monthly usage reports from Illuminate to previous school year. Sites with stagnant or decreasing usage will be invited to host a training.		
	AE2.3 Support teachers and principals during data meetings in schools throughout the year.	A. Assign a data specialist to each school. B. Establish shared calendars for teacher data meetings throughout the year. C. Schedule time for data specialists to participate in data meetings.	Annually, June 2016 – June 2021	

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Goal	Objectives	Action Steps	Timeline	Measure/Outcome
AE3: Develop data collection, analysis, and reporting practices to support DDI in middle and high schools. These categories of indicators will include attendance, GPA, course taking, and other indicators that go beyond the summative test results.	AE3.1 Create on-track indicators for attendance, GPA, course success, and discipline referrals that are accessible in real time for middle and high school principals, teachers, and counselors.	A. Discuss and identify indicators with middle and high school stakeholders. B. Generate prototypes for reporting in Illuminate and possibly other platforms such as Tableau.	June 2016-June 2017	1. Increase percent of successful students (skills and habits) at the end of grades 8, 9 and 11. 2. Increased percent of proficient students on SAGE ELA, math, and science in grades 8, 9, and 11. 3. Increased percent of students that are career and college ready, as measured by ACT scores. 4. Increased graduation rate. 5. Increased post-secondary enrollments. 6. Improved communication of results with district employees and patrons through the publication of baseline data in the Pathways Indicators document.

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Goal	Objectives	Action Steps	Timeline	Measure/Outcome
	AE3.2 Analyze course taking patterns in conjunction with graduation rate and college enrollment.	A. Collect concurrent enrollment, Advanced Placement (AP), and career technology education (CTE) pass rates to compare with student graduation rate and college (post-high school) completion.	Annually, June 2016 – June 2021	
	AE3.3 Implement stakeholder surveys that include priority indicators such as caring adult, engagement in school activities, and school climate	A. Survey students and teachers regarding school climate, student interests and extra-curricular activities.	Annually, June 2016 – June 2021	

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ESSENTIAL: INSTRUCTION. The practices and classroom strategies teachers use to support students in meeting the standards identified for learning. Quality instruction integrates innovative and research-proven teaching strategies, learning technologies, and real world contexts to engage students in relevant, rigorous learning.

ESSENTIAL STEWARD: Barbara Kuehl

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
CI1: Provide teachers with the resources and skills that they need to instill a love of learning and to teach students the academic skills required for success in college, career, and life.	CI1.1 Increase the number of students that are proficient in English Language Arts, developing avid readers and skilled writers in elementary schools.	A. Provide new instructional materials for English Language Arts and support the implementation of the new core program with extensive professional development. B. Strengthen professional learning communities in schools to build a systemic approach to increasing student proficiency. C. Support the development of strong reading intervention programs with assessments and intervention strategies.	August 2016 – July 2017	1. Pathway Marker 2A 2. Pathway Marker 3A

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ESSENTIAL STEWARD: Barbara Kuehl

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
	CI1.2 Increase the number of students that are proficient in science and expand opportunities for students to engage in scientific inquiry in elementary and middle school.	A. Provide science coaches in schools to help teachers improve science instruction. B. Expand the STEM endorsement program for elementary teachers. C. Support the implementation of the new Utah Core Standards for Science in grades 6-8 through coaching and professional development.	August 2016 - July 2019	1. SAGE scores in science, grades 4-8 2. Pathway Marker 3A 3. Pathway Marker 5E
	CI1.3 Increase the number of students that are career and college ready in mathematics as demonstrated by increasing proficiency levels on the SAGE assessment, increasing the number of students that are successful in concurrent enrollment	A. Provide high schools and middle school teachers with core-aligned instructional materials. B. Support the implementation of core materials through extensive professional development.	August 2016 - July 2018	1. SAGE scores in mathematics, grades 7-11 2. Pathway Marker 4B 3. Pathway Marker 5E 4. Percent of students passing IB, AP, and CCE mathematics classes

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ESSENTIAL STEWARD: Barbara Kuehl

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
	(CCE), Advanced Placement (AP), and International Baccalaureate classes (IB), and engaging students in the Standards for Mathematical Practice in the Utah Core Standards.	C. Provide academic coaches for high schools and Title I middle schools to support teachers in improving classroom practice. D. Expand the use of pacing guides and interim assessments for mathematics core courses in grades 7-11.		
CI2: Expand opportunities for students to learn additional languages.	CI2.1 Support English Learners to gain academic language skills and the ability to understand, read, speak, and write English at their grade level.	A. Expand professional development opportunities for English Language Development (ELD) teachers in both elementary and secondary schools. B. Provide common, high-quality instructional materials for ELD in secondary schools.	August 2016 - July 2017	1. Pathway Marker 2B 2. Pathway Marker 3B

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Goal	Objectives	Action Steps	Timeline	Measure/Outcome
		C. Provide a secondary ELD specialist to work with teachers to support the adoption of secondary ELD materials in schools.		
	CI2.2 Expand and support dual immersion programs and explore other possible models for world languages instruction in elementary schools.	A. Identify a school community interested in becoming a dual immersion school. B. Work with USBE and other partners to initiate a new dual immersion program. C. Support the implementation of other models for expanded world languages instruction in elementary schools. D. Provide professional development and coaching for dual immersion implementation.	August 2016 - July 2021	Increased number of students participating in world languages programs in elementary schools.

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ESSENTIAL STEWARD: Barbara Kuehl

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
CI3: Leverage the teacher evaluation process to promote professionalism and improve outcomes for students.	CI3.1 Expand opportunities for student performances in the fine arts or a culminating project in elementary schools.	A. Work with elementary administrators and fine arts, science and neighborhood ELP teachers to write Student Learning Objectives (SLOs) that incorporate performances and meaningful projects for students. B. Support the implementation of SLOs with professional development and resources.	August 2016 - July 2021	Pathway Marker 3C
	CI3.2 Expand opportunities for students to demonstrate their knowledge, understanding, and skill in using the language and methods of the discipline with authentic projects and performances.	A. Work with secondary administrators and teachers in subjects that are not SAGE-assessed to write Student Learning Objectives (SLOs) that incorporate meaningful projects and performances as	August 2016 - July 2021	Pathway Marker 5D

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ESSENTIAL STEWARD: Barbara Kuehl

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		part of the assessment of student learning. B. Support the implementation of SLOs with professional development and resources.		

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ESSENTIAL: COMMUNICATION AND COMMUNITY ENGAGEMENT. Communication among all stakeholders within the school district and throughout the community is clear, accurate, consistent, and uses a variety of methods to reach the appropriate audience. Good communication builds trust inside and outside the district and encourages businesses, community groups, local leaders, and others to support our educational vision and mission.

ESSENTIAL STEWARD: Michael Williams

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
CCE1: Improve and increase communication with internal and external audiences.	CCE1.1 Teacher/School to Parent Communication: Increase communication regarding student behavior and achievement between parents and teachers.	A. Work collaboratively with schools to increase parents' knowledge of PowerSchool and its benefits in communicating with teachers and schools. B. Develop step-by-step training materials to show parents how to work with and navigate in PowerSchool. C. Develop marketing materials to distribute among schools and parents to create greater visibility of PowerSchool and its associated mobile app.	January 2016 - July 2017	1. PowerSchool Access reports will show a 10% increase in the number of parents and students with accounts and using the system. 2. More teachers will use PowerSchool, when appropriate, to share information with parents.
	CCE1.2 Sharing Information Between Schools and the	A. Develop and implement a school public relations liaison program,	January 2016 - July 2017	1. Track the number of schools participating in the PR Liaison Program.

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ESSENTIAL STEWARD: Michael Williams

	District/Telling our Story: Increase the amount of information sharing between schools and the district Communications Department. Create stories that can be shared in the websites, on social media, in newsletters, and shared with the news media.	where schools will select an employee to act as a PR liaison. Each Liaison will receive training in writing and sharing stories about their respective school. Provide photo equipment to each liaison to provide pictures associated with each story B. Each school will write and share one story a month for publication on the district website and for media pitches. C. Each school will be highlighted on the district website at least once a month.		2. The number of positive stories posted on the district website and social media sites will increase.
	CCE1.3 District to Parent Communication: Increase the district's presence on social media and explore the feasibility and the	1. Research and implement best practices for increasing social media followers.	January 2016 - July 2017	1. Social media analytics will show a steady increase of followers. 2. Future communication surveys will show a

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ESSENTIAL STEWARD: Michael Williams

	different delivery methods for a community newsletter to increase communication between the district and the residents of Salt Lake City.	2. Increase the number and quality of the district's posts on social media. 3. Develop layout and content goals for the newsletter. 4. Research and determine the most cost effective means of delivering a district newsletter to our parents and community.		greater number of parents saying they have engaged in communication with the district.
CCE2: Develop programs and initiatives targeted at sustaining best communication practices.	CCE2.1 <u>Increase the Available Communication Channels:</u> Research the possibility of increasing the use and number of electronic marquees.	A. Explore the idea of expanding the number and/or use of electronic marquees. B. Work collaboratively with schools to use existing school marquees to share information from feeder schools.	January 2016 - July 2017	1. Schools will display information on their school events and information for neighboring or feeder schools in an attempt to keep the community well informed. 2. Communications Department will create a report showing the feasibility, including pricing estimates, of

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ESSENTIAL STEWARD: Michael Williams

				buying new marquees and installing them in strategic locations across the district.
	CCE2.2 Customer Service: Annually train and update teachers, administrators, and district staff on best communication and customer service practices.	A. Create training materials and incorporate the training into the annual professional development schedule.	Annually, 2015 - 2021	Train different employee groups once a year in ways to improve customer services, in order to strengthen school branding and reputations.

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ESSENTIAL STEWARD: Robyn Giovacchini

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
EC1: Expand Early Childhood services to meet the needs of the community.	EC1.1 Expand Parents as Teachers (PAT) offerings to more school locations and families. EC1.2 Expand 0-3 classes at designated Community Learning Center sites. EC1.3 Provide more full-time pre-k classes for Special Education inclusion as the demand for classroom space is provided.	A. Conduct a community needs assessment to determine the topics families are interested in. B. Collaborate with other district departments and diverse businesses and agencies to advertise availability of classes. C. Find classroom space and hire 3 additional instructors and 3 additional paraprofessionals for inclusion classes D. Hire and train 2 additional PAT educators and 2 additional paraprofessionals for family collaboration.	Spring 2016-Fall 2017 Inclusion classes begin in August 2017, with appropriate space and furniture being found at three school sites and extra funding requested from SLCSD and HQSR-E grant for TANF-eligible students to help cover cost of needed educators.	1. PAT waiting list reducd by 37% with more expansion of services to school communities. 2. Expansion will lead to increased parent knowledge about their students' emerging development. 3. Family Assessment document will show evidence of patron participation and satisfaction. 4. Track families and students using student numbers over time and compare student data and family service outcomes.
EC2: Establish coaching positions as	EC2.1 Seek permanent funding for Early	A. Determine future RDA funding.	2019 in anticipation of end of HQSR-E grant funding	1. Permanent funding is secured to ensure that all instructors in

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ESSENTIAL STEWARD: Robyn Giovacchini

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
permanent part of Early Childhood staff.	Childhood coaching program.	B. Explore other supplemental avenues to ensure continuation.		the Early Childhood program continue to be provided a coach from 2017 forward. 2. Data collected from the State of Utah Coaching Questionnaire is analyzed for professional development training.
EC3: Retain Early Childhood paraprofessionals, pre-kindergarten instructors, reducing turnover, allowing for continuity of staff and advanced professional development.	EC3.1 Offer highly trained pre-kindergarten instructors contracts with benefits and support them as professionals with a salary scale that allows advancement to compensate, attract and retain highly qualified professional educators.	A. Work with Human Resources and the Budget office to create a fair, reasonable, and competitive pay scale, with benefits for Early Childhood staff.	August 2016, Instructor contracts with benefits Spring 2016 to be ready for the 2016-17 school year for other staff.	1. Reduce instructor turnover rate from 31% to 9% and eliminate the need for repeating the same training. 2. Early Childhood is able to maintain continuity in programming, supported by longitudinal data. 3. Continue unique, high-quality PAT/Pre-K programming for families and continue

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ESSENTIAL STEWARD: Robyn Giovacchini

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				to provide exemplary patron services.
EC4: Launch an intensive campaign to educate the public regarding the optimal periods for learning from birth through five years.	EC4.1 Provide information to help the community be aware of the benefits, and understand the importance of high quality early education. Individuals will include educators, parents, political leaders, and the media.	A. Seek more partners who are willing to help educate the public regarding the optimal periods for learning from birth through age five. B. Collaborate with other organizations connected to A Capital city Education to campaign to educate the community regarding the brain research behind early childhood development and early intervention. C. Seek outside resources to strengthen the campaign. D. Evaluate effectiveness and adjust campaign.	Ongoing through 2021	1. Increase the number of partners in the campaignby 10% each year. 2. Utilize partners in helping to evaluate the effectiveness of the campaign. 3. Increase resources and funds for the campaign. 4. Survey families of early childhood students during school registration.

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Goal	Objectives	Action Steps	Timeline	Measure/Outcome
EC5: Provide a solid transition for students from pre-kindergarten to kindergarten, and increase students' school readiness and school success.	EC5.1 Increase the communication between pre-kindergarten instructors, special education teachers, and kindergarten teachers by meetings, staff development and joint events for families.	A. Train pre-k staff and special education staff in ways to increase communication in their schools by using Epstein's keys to successful community partnership model. B. Coordinate discussions during the school year with special education teachers, kindergarten teachers, and principals regarding pre-k assessments, data, and curriculum. C. Include students' pre-k skills checklist and TS Gold data for kindergarten teachers to support school readiness transition.	Ongoing from 2016-2021. August 2016 Special Education teachers attend professional development with EC staff. October 2016 Kindergarten teachers invited to "Play Safe Be Safe" national conference with EC staff.	1. Kindergarten teachers and parents of Early Childhood students report successful transitions through questionnaire completed by kindergarten teachers. 2. SLC Academic Fall Screener in English language arts and math.

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Goal	Objectives	Action Steps	Timeline	Measure/Outcome
EC6: Partner with parents to discover their interests, concerns, and priorities by setting achievable goals that enhance student learning and family well-being.	EC6.1 Work with families to set academic or behavioral goals for their children.	A. Provide professional development for staff on setting and achieving goals with families using an action plan provided through the PAT Foundation curriculum. B. Review progress and challenges at March 2016 staff development. C. Meet regularly with families, at least twice during the year, to review progress.	September 2015 - June 2016	1. Include goal setting with families as part of the mandated staff evaluation to be completed in the late spring/early summer of 2016. 2. As family goals are achieved, new goals are developed, maintaining at least one manageable goal during the school year. 3. 80% of the participating pre-k families report working on, at least one goal measured by the action plan.

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ESSENTIAL: EDUCATIONAL EQUITY AND ADVOCACY. Raising the achievement of all students while narrowing the gaps between the highest and lowest performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

ESSENTIAL STEWARD: Claustina Mahon-Reynolds

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
EEA1: Improve the educational experience for all students, specific to identified disparities.	EEA1.1 Reduce inequities and disproportionalities in student discipline.	A. Set up Equity Audits with departments to gather data. B. Analyze data with departments and Equity Leadership Team. C. Present recommendations for action to departments. D. Create and report data on an Equity Score card. E. Work with Multi-tiered System of Support (MTSS) team and Student Services with implement identifies actions.	January 2016 – June 2021	1. Discipline rates will be comparable to the student enrollment data. 2. Recommended actions or timeline will be implemented. 3. Identified inequities reduced.
EEA2: Improve the achievement disparities among students groups to ensure that read and write on grade level.	EE2.1 Narrow the achievement gap in reading and writing until the gap is eliminated. EEA2.2 Provide coaching and support for teachers	A. Review achievement data and identify most critical achievement gaps to address. B. Provide surveys to faculties at targeted	Ongoing, July 2016-July 2021	1. Targeted schools will be identified and school improvement plans will include equity priorities and action plans.

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ESSENTIAL STEWARD: Claustina Mahon-Reynolds

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
	in culturally responsive teaching and strategies for teaching English learners. EEA2.3 Coach and train academic coaches in culturally responsive teaching. EEA2.4 Work with schools to develop Site Equity Action Plans. EEA2.5 Implement equity walk-throughs as a way to improve instruction. EEA2.6 Collaborate with schools and district departments to develop restorative practices and positive school and classroom cultures.	schools to assess professional development needs. C. Provide culturally and linguistically responsive professional development: (REACH, WIDA, SIOP, E.L Achieve, Courageous Conversations, etc.). D. Support teachers through culture and language coaching. E. Build capacity for facilitation of culturally responsive teaching. F. Provide professional development on equity walk-throughs for district leadership team and school administrators. G. Administer school culture survey annually.		2. Survey results will identify appropriate professional development for faculty. 3. Specific targeted gaps will narrow. 4. Administrators and School Leadership will use equity walk-throughs to support student learning. 5. Professional development on restorative and culturally-relevant practices will be provided to MTSS teams by May 2, 2016.

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Goal	Objectives	Action Steps	Timeline	Measure/Outcome
EEA3: Engage communities and families so that they can advocate for their children.	EEA3.1 Provide families and communities with multiple means for connecting with the district.	A. Develop Parent and Community Equity Advisory (to include required advisory for Title VII & ALS). B. Hold cross cultural parent empowerment courses.	Ongoing, July 2016- July 2021	Increased parent participation on SCCs and advisory committees.

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Maximizing on skills, strengths and interests, families are active participants in the school community and work collaboratively to promote social, emotional and academic growth.
ESSENTIAL STEWARD: Jennifer Mayer Glenn

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
FSC1: Expand and reorganize district infrastructure to be conducive to strong family/school collaboration and engagement.	FSC1.1 Provide Family and School Collaboration Director to pursue relationships both out in the community and within the district, act as coordinator of family, school, and community efforts, ensure services and resources are optimized and duplicated efforts are minimized. Director will be the liaison among the community, district, school-based family and school specialists, and administrators.	A. Create and implement a Salt Lake Board of Education Parent Advisory Council. Parents are appointed and reflect the many ethnicities, cultures, languages, neighborhoods and schools of our district's diverse student body. B. The Parent Advisory Council will meet regularly with school board members and district staff to make recommendations about reaching the goals of the Student Achievement Plan.	July 2016-July 2021	Attendance and minutes at Parent Advisory Council meetings.
	FSC1.2 Mentor school-based family and school collaboration specialists to work with administrators to implement the *Dual*	A. Create district family engagement models. B. Identify 4-5 schools to pilot a *Dual Capacity Building Framework for*	January 2016 - September 2016	1. District model(s) created. 2. Pilot schools identified.

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ESSENTIAL STEWARD: Jennifer Mayer Glenn

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
	Capacity-Building Framework for Family-School Partnerships (Harvard University: Mapp and Kuttner) and create individual school plans for family engagement. FSC1.3 Train school specialists to pursue relationships with families, serve as liaisons between schools and families and facilitate increased family engagement in the school system.	*Family-School Partnerships.* C. Hire school-based family and school collaboration specialists full time to develop authentic relationships with families and the community for identified pilot schools. D. Establish professional development and monthly meetings between director, specialists and administrators for training and ongoing collaboration and support.		3. Family and school collaboration specialists hired. 4. School plans created.
FSC2: Create environments where families and school personnel are maximizing skills, strengths and	FSC2.1 Ensure families understand how the school system works and are able to engage in it at multiple levels.	A. Ensure school-based family and school collaboration specialists build relationships with families to provide an	August 2016 – June 2021	1. Family/personnel inventories 2. School climate survey 3. Data information system

Student Achievement Plan 2016-2021

Salt Lake City School District

ESSENTIAL: FAMILY AND SCHOOL COLLABORATION. Families and schools engaged as partners in supporting and advocating for students.
Maximizing on skills, strengths and interests, families are active participants in the school community and work collaboratively to promote social, emotional and academic growth.
ESSENTIAL STEWARD: Jennifer Mayer Glenn

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
interests, in order to be active participants in the school community and to work collaboratively to promote social, emotional and academic growth of students.	FSC2.2 Collaborate with families in relevant and meaningful ways.	"entry point" into school. B. Create inventories of family and personnel strengths, skills and interests. C. Survey families and personnel for input regarding ways schools can build capacity to promote social, emotional and academic growth of students D. Create an environment in which family school collaboration specialists work with the district and community specialists to build skills wanted by families. Training and mentoring is provided. E. Implement family engagement home visits like the *Parent Teacher Home Visit*		

Student Achievement Plan 2016-2021

Salt Lake City School District

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ESSENTIAL STEWARD: Jennifer Mayer Glenn

Goal	Objectives	Action Steps	Timeline	Measure/Outcome
		Project. Provide professional development for up to 60 teachers. Set goals with schools for numbers of home visits. F. Implement "School 101" classes like *Padres Comprometidos*. Provide professional development for specialists and others in similar positions in the district. Teach at least two classes (9 sessions) throughout the school year.		

Student Achievement Plan 2016-2021

Salt Lake City School District

ESSENTIAL: STUDENT SUCCESS. Providing opportunities for students to engage and connect to activities and school. Ensuring graduation credit is earned and career pathways explored. Student success is at the core of our work. Individual planning and building relationships with every student is critical. It is imperative for students to feel safe and supported.

ESSENTIAL STEWARD: Mindi Holmdahl

GOAL	OBJECTIVE	ACTION STEPS	TIMELINE	MEASURE/OUTCOME
SS1: Build relationships and make connections with every student	SS1.1 Create opportunities for students to make connections with the school and build relationships with adults through programs such as freshman success, 7th grade orientation, MTSS, etc.	A. Develop school specific Tier 1 universal supports (MTSS) for every student at every school B. Develop systematic programs to support the success of all students	August 2015 - June 2017	1. Pathway Marker 4B, 5B 2. Pathway Marker 4C, 5D climate survey 3. All schools will have effective Tier 1 universal supports in place (MTSS) as measured by the SET and provide evidence

SS2: Ensure students feel safe and valued	SS2.1 Ensure students know what the rules are and that they are enforced fairly.
	
	SS2.2 Ensure students feel physically and emotionally safe.
	
	SS2.3 Implement the Multi-Tiered System of Support (MTSS) framework and supports to facilitate student engagement at every school.
		A. Each school takes the following actions as specified in the MTSS framework:
		   a. Establish expectations.
		   b. Explicitly teach expectations.
		   c. Reinforce expectations.
		   d. Correct behavioral errors.
		B. Provide MTSS professional development.
			August 2015 - June 2017	1. Pathway Marker 4C SET/Surveys/Climate
				2. Pathway Marker 4B, 5B

SS3: Ensure graduation credit is	SS3.1 Ensure all students have a	A. Ensure every student has a full and	May 2016- June 2017	1. Pathway Marker 4C 2. Pathway Marker 5B

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ESSENTIAL STEWARD: Mindi Holmdahl

GOAL	OBJECTIVE	ACTION STEPS	TIMELINE	MEASURE/OUTCOME
earned in order to be college and career ready	customized Student Educational Opportunity Plans (SEOP) /College and Career Readiness (CCR) plan based on their interests and talents. SS3.2 Strengthen students' exploration of career pathways. SS3.3 Ensure students leave high school prepared for college, career, and life experiences. SS3.4 Improve student attendance k-12.	appropriate schedule through grade 11 (no holes). Every grade 12 student has a schedule that reflects graduation and CCR needs. B. Hold yearly group/individual SEOP/CCR meetings in grades 7-12. C. Help families understand the importance of attendance and utilize resources such as Attendance Works. D. Distribute attendance letters, flyers or pamphlets which include positive, beneficial information for parents.		3. Pathway Marker 5D 4. Pathway Marker 5H 5. Pathway Marker 5F 6. Students will be on track for graduation, earning at least six credits per year to include one credit each for; English, math and science credit. 7. Parents will receive positive communication at least twice per year regarding the effects of attending school (k-12).