

Salt Lake City School District
Utah Consolidated Achievement Plan (UCA)
2015-16

ESTABLISHED GOALS:

1) Improve academic achievement of all students

Provide all students access to an aligned curriculum, instruction, and assessment cycle (pre-K -12) focused on increasing student knowledge, skills, and achievement. Improve the quality of Tier I instruction and increase student access to tiered intervention options, including extending the school day and/or year to support student's academic growth as measured by SAGE and other accountability measures.

Performance Measure:

All students in the aggregate as well as each student group will increase achievement proficiency on end of year tests in language arts, mathematics, science, and English language assessments

Strategies:

1.1) High quality Tier I classroom instruction

Provide high quality classroom grade-level instruction to all students through core-aligned curriculum, instruction, and assessments. Promote use of research-based instructional strategies for student engagement and increased access to technology as a tool for learning.

1.1.1) Provide sufficient classroom instructional time, appropriate materials, assessments, engaging activities, and research-based instructional strategies aligned with course or grade-level standards and objectives to provide high quality, culturally relevant Tier I instruction for all students.

1.1.2) Support teachers' efforts to provide a quality instructional experience that leads to academic progress for all students. Provide teachers with data about individual student learning needs and progress. Offer opportunities to improve their practice through coaching, mentoring, and other professional development activities.

1.1.3) Implement technology in all district schools to impact the quality, content, and structure of teaching and learning focused on results. Identify and purchase needed technological hardware and select software programs with demonstrated success for increased student learning.

1.1.4) Increase the facilitation of timely feedback to stakeholders related to academic instruction that promotes student achievement.

1.1.5) Align curriculum, instruction, and assessment to provide Prek-12 students access and support that enhances individual student learning so that high outcomes are attained and all students are prepared to flourish in a global society.

1.1.6) Administer assessments that support teachers in analyzing student work and integrating core curriculum standards to improve student outcomes. A&E will integrate technology that supports validity and reliability of results.

1.1.7) Continue to improve the system of assessments in Salt Lake City School District, with real time reporting of easily interpreted data to all stakeholders, including students, families, teachers, schools, and district.

1.1.8) Continue to align curriculum materials with the core through adoption and implementation of new math materials for secondary schools and reading materials for elementary schools.

1.2) Tiered intervention support for students

Provide supplemental learning opportunities for students who need additional support to score proficiently on SAGE following the tiered intervention model.

1.2.1) Provide supplemental instruction for students who need additional academic support at varied times, including before and after school, Saturdays, and during the summer.

1.2.2) Use data to identify individual student learning needs and analyze progress, inform instructional practice, and identify effective supplemental learning services.

1.2.3) Use technology to provide supplemental instructional opportunities for students who need additional academic practice to help them reach proficient levels in literacy, mathematics, English language development, and science.

1.3) **Professional development**

Provide professional development opportunities to administrators, teachers, and paraprofessionals to improve the academic achievement of all students.

1.3.1) Provide content specific or grade level professional development opportunities for educators on the core curriculum, available materials, pacing maps, and other resources to assist them in their efforts to help all students score at the proficient level on English language proficiency assessments and SAGE. Offer professional development on culturally relevant pedagogy and integrate cultural relevancy in professional development provided in content areas.

1.3.2) Offer professional development opportunities for diverse content and instructional topics, at varied times throughout the year, and in a variety of ways including: district-wide conferences, collaborative meetings, mentoring, embedded instruction with an academic coach, university courses, and other activities to improve teaching and learning for all students.

1.3.3) Provide professional development opportunities for educators to increase their cultural competency and knowledge of students' specialized learning needs to improve the academic achievement of all students; particularly those in designated subgroups. These include economically disadvantaged students, English language learners, students with disabilities, and those from racial/ethnic backgrounds.

1.3.4) Increase the use of technology as a learning tool. Provide professional development to enhance the effective use of technology as a tool for increasing achievement for all students, supplementing intervention opportunities for students who need additional academic support, augmenting opportunities for students to learn beyond the regular school day/year, and for testing and assessment.

1.3.5) Provide ELD professional development by expanding EL Achieve training opportunities into secondary schools and increasing the number of elementary teachers trained.

1.4) **Achievement gap disparities**

Build capacity at the district level and at individual school sites to identify and address the various learning, cultural, social, emotional, psychological, and physical needs or characteristics of students so that comparable outcomes may be achieved by all students.

1.4.1) Provide differentiated educational responses and opportunities to address the various learning, cultural, social, emotional, psychological, and physical needs or characteristics of students so that comparable outcomes may be achieved by all students.

1.4.2) Assist educators and parents in their efforts to improve the academic achievement of all students, particularly economically disadvantaged students, English language learners, students with disabilities, and those from racial/ethnic backgrounds through increased access to programs and implementation of differentiated learning opportunities.

1.4.3) Implement a Response-to-Intervention model in all schools
Create an expectation and provide support and professional development for all schools to implement the RTI model to help improve student achievement.

1.4.4) Conduct equity audits of various district programs and practices. Align student advocacy programs and identify gaps in service. Develop and administer culture and climate surveys in schools.

1.4.5) Increase student achievement and close the achievement gap through districtwide cultural responsiveness, implementation of WIDA standards, and focused attention on the mindset for closing the gap.

1.4.6) Continue to increase student achievement through building capacity for cultural competency and relevancy.

1.4.7) Address student advocacy through building capacity for cultural competency and relevancy.

1.5) **Advocacy and support**

Provide varied learning programs and options to attract and retain students in Salt Lake City School District, to address individual student interests, to increase engagement in learning, and to increase graduation rates.

1.5.1) Offer parents and students a variety of course, program, and school structure options to address individual interests and learning needs.

1.5.2) Provide English language development classes, taught by bilingual or ESL endorsed educators, to all English language learners to enable them to become fluent in English.

1.5.3) Increase the availability and access to advanced learning opportunities to more students. Utilize varied learning options, schedules, and technological tools to increase learning options.

1.5.4) Provide counselors, social workers, and other support services for students and families to help students with issues that may impede their learning.

1.5.5) Identify resources for transportation to increase access for students.

2) **Highly qualified educators**

Provide students with teachers who meet the requirements to be considered highly qualified.

Performance Measure:

All students will be taught by a teacher who meets the requirements necessary to be considered highly qualified by state and/or NCLB standards. Increase the percent of courses taught by highly qualified teachers.

Strategies:

2.1) **Qualified educators**

Support teachers with tuition and registration for courses needed to meet NCLB highly qualified educator standards.

2.1.1) Teachers who do not meet the necessary requirements to be considered highly qualified will be provided with professional development opportunities and/or courses to become highly qualified. Tuition or registration support will be provided if additional courses are needed.

2.1.2) Provide opportunities for highly qualified teachers to obtain additional endorsements to better meet the needs of students, especially endorsements in areas such as, reading, ESL, mathematics, and science.

2.1.3) Implement hiring procedures to ensure Title I schools only hire teachers who are highly qualified at the time they are hired and transfer guidelines to ensure students in Title I schools are taught by experienced teachers who are highly qualified in their assignments.

2.2) **Hiring Practices**

Support schools in identifying and selecting highly qualified teachers.

2.2.1) Provide High Need Schools an earlier hiring start date.

2.2.2) Expand the use of open contracts to attract and hire highly qualified teachers.

2.3) **Educator Effectiveness**

Strengthen the evaluation system for district employees.

2.3.1) Fully implement the educator evaluation system including student growth data, stakeholder feedback and Professional Performance components.

2.3.2) Implement the use of Student Learning Objectives (SLOs) as part of the educator evaluation system.

3) Early Childhood

Offer programs taught by well-trained early childhood instructors who educate young children and provide a foundation of skills and knowledge to support future learning and success in school.

Performance Measure:

Students enrolled in Early Childhood programs will show increased performance on district and state assessments designed for young children, including SLCS D's pre-kindergarten and kindergarten assessments, DIBELS, DRAs, and other measurements to assess early literacy or mathematics' progress.

Strategies:

3.1) Pre-Kindergarten

Provide pre-kindergarten classes in many Salt Lake City School District elementary schools to build and support a foundation of skills and abilities and prepare students for future learning. Provide a successful transition from Pre-K to kindergarten.

3.1.1) Provide a developmentally appropriate program focused on school readiness, early reading and mathematics skills that embrace the cultural and ethnic diversity of students and families. Integrate Pre-K core guidelines and the Parents as Teachers curriculum.

3.1.2) Provide professional development to instructors and teachers to increase their knowledge regarding child development and support them with mentoring and coaching on effective instructional strategies to meet the learning needs of young children.

3.1.3) Emphasize the value of a strong partnership between home and schools. Provide support to parents through the Parents as Teachers (PAT) program, and foster partnerships with community agencies to augment early learning opportunities. Increase the quality of current services to families of children, prenatal to age 5, by aligning the Early Childhood Pre-Kindergarten program with the PAT program.

3.1.4) Develop child and family involvement activities and hold group connection meetings to help families and parents become engaged in student learning and to help students transition successfully from home to school.

3.1.5) Continue using TS Gold online, adding parent/guardian involvement and participation with online assessments and portfolios.

3.1.6) Implement new PAT foundational curriculum and provide age 0-5 information to families enrolled in classes.

3.1.7) Provide new programs for pre-k and PAT based upon community needs and wishes. Expand full day options for four year old students.

3.2) Kindergarten

Provide full-day kindergarten classes in all elementary schools to strengthen and build a foundation of knowledge, skills, and abilities to increase achievement for all students.

3.2.1) Increase the number of full-day kindergarten classes in elementary schools to enhance learning and better prepare students who are in need of additional support to be successful in school, particularly economically disadvantaged students, English language learners, students with disabilities, and those from racial/ethnic backgrounds through increased access to programs.

3.2.2) Implement a high quality kindergarten program with an aligned curriculum, instruction, and assessment cycle focused on the individual learning needs of students enrolled in district kindergarten classes.

3.2.3) Emphasize the value of a strong partnership between home and schools. Encourage active involvement in student learning. Assist parents in their efforts to improve the academic achievement of all students.

3.2.4) Ensure teachers teaching core classes in grades K-3 meet the NCLB standards to be considered highly qualified.

4) Choices for learning

Attract and retain students in the district through multiple methods of advertising and marketing to increase community awareness, knowledge, and participation in school choice opportunities within the district.

Performance Measure:

Track student enrollment in varied programs and other choice options.

Strategies:

- 4.1) Market our schools
Assist each school in developing a marketing plan.
 - 4.1.1) Update the district's and each school's Internet page.
 - 4.1.2) Publicize SLCS D choice options in a variety of ways.
- 4.2) Increase community awareness of varied choice options
Inform underrepresented groups about options. Continuously update a variety of faith-based groups, social service agencies, and businesses.
- 4.3) Distribute choice options throughout the district
Distribute choice options geographically throughout the district. Mirror district demographics in optional programs.
- 4.4) Assess the effectiveness of efforts to provide parental access to information about school choice options within Salt Lake City School District for the dual purposes of satisfaction, and attracting and retaining students.
- 4.5) Explore possibilities for providing a science or world language teacher for elementary schools in an extended school day schedule that also provides planning time and Professional Learning Community/Collaborative time during the school day.
- 4.6) Explore ways to expand the Dual Immersion Program into a middle school and high school.
- 4.7) Explore expanding the Dual Immersion Program into another language beyond Spanish.

5) Family and School Collaboration

Increase school focus, develop plans, and monitor school efforts to improve family collaborations.

Performance Measure:

Collect information about family involvement in schools.

Strategies

- 5.1) Increase external relations with families and the community
Provide information about the district and schools through print media, updated websites and other social media such as email, "Twitter," "Facebook," etc.
- 5.2) Improve communication among all stakeholders in the district by opening more communication channels, including print, online, and interpersonal communication, and by facilitating more two-way communication.
- 5.3) Restructure the district and school websites to be more valuable communication tools by making navigation simple and consistent among all sites.
- 5.4) Provide guidelines and options for monthly communication with parents to enhance the school-home partnership and focus on supporting student learning.

- 5.5) Share relevant, informative topics with families that facilitate (1) understanding how student progress is reported, (2) recognition of how parents are already contributing to student success, (3) provide ideas to further engage parents in shared decision making and overall parental involvement.
- 5.6) Increase sharing of information between schools and departments through increased use of technology, social media, and hands-on training.
- 5.7) Provide quarterly feedback to schools to update and maintain school webpages to include specific identified information as determined at the district level.
- 5.8) Increase the number of students, parents, and citizens using our websites and social media sites to gather information about and interact with our schools and district.